

UNIVERSITY OF TAMPERE

Relationship between Instructional Supervision and
Professional Development: Perceptions of Secondary
School Teachers and Madrasah Tsanawiyah (Islamic
Secondary School) Teachers in Lhokseumawe, Aceh,
Indonesia

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Abstract

The purpose of this study is to examine the perceptions of teachers' instructional supervision, more specifically of actual and ideal instructional supervision in the schools, and the relationship between instructional supervision and teacher personal development in secondary schools in Lhokseumawe municipality. The research used a quantitative approach with an explanatory survey. This study was conducted in 9 secondary schools (government and private) and madrasah tsanawiyah/Islamic schools (government and private); four government secondary schools, three private secondary schools and three madrasah tsanawiyah in Lhokseumawe, Aceh. The number of informants in the sample was 256 teachers. The instruments used in collecting data were questionnaires.

The results showed that in the perceptions of teachers towards the implementation of supervision there are significant differences based on the status of schools (government and private). In addition, there is a significant difference between actual and ideal supervision practices perceived by the teachers. The practice of supervision conducted by the principal within the framework of professional development of teachers has no significant correlation, but teachers still have positive perceptions toward instructional supervision

The conclusion is that there are significant differences in teachers' perceptions of the implementation of supervision between schools of different status. Then, there are significant differences in the actual and ideal practice of supervision perceived by the teachers. However, there was no significant relationship between the implementation of supervision and professional development of teachers. Based on the findings, the authors recommend that supervision is regarded as a priority in developing the professionalism of teachers, so principals and supervisors should prepare for its implementation in planning and sustainability. For further research, it is suggested that larger samples and wider scope are needed, so the further research would give more generalizable results.

Key words: *instructional supervision, teacher perception, teachers' professional development.*

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1 INTRODUCTION

School is a formal educational institution that conducts teaching-learning activities in an effort to achieve the goal of education (Kamayuda: 2015). The basic goal of the school is to provide learning experiences that create any change for the students as the result of a learning process. The expected change is not only happening in the knowledge, but also in behavior and skill. Sudarjat et al (2015, p: 146) stated that “education aims to develop skills which are related to changes in the knowledge, behavior and skill, as well as to establish character and dignity and civilization in the context of the nation through students’ potential development, to obey the Almighty God and become democratic and responsible citizens”. According to Tesfaw and Hofman (2014, p: 1) “students’ learning improvements are the fundamental aims of schools”. Therefore, teachers play an important role in achieving the aims of education, because teachers’ performances affect students’ learning and achievement.

Indonesia does not have good success in its national education. Therefore, Indonesia still needs to work very hard to achieve its educational goals, because many obstacles are faced in its national education, for instance, the lack of professional teachers. It is a fact that teachers in Indonesia are lacking in competence. Based on the results of the teacher competence examination that was held in November 2015, it was revealed that the average score of teachers in Indonesia failed to reach the minimum standard. Nationally, the result of the average teachers score was 53.02, still slightly below the passing grade of 55. The test was divided into two categories, professional competence and pedagogical competence, and the average score of teachers for each category were 54.77 and 48.94 respectively. Only 7 of 34 provinces in Indonesia reached the minimum standard; those are West Java, Central Java, Yogyakarta, Jakarta, Bali, East Java, and Bangka Belitung. Aceh, where the authors did this research, was in the 31st rank of 34 provinces in Indonesia (Sergur. kemdiknas.go.id, 2016).

Besides the issue of teachers’ competence that has become a serious problem nationally in Indonesian education, another issue also is found in students’ achievements. The lack of teachers’ competences has inevitably contributed to the low achievement of students. Internationally, Indonesian students are still left behind compared to OECD countries’ students in terms of performance and achievement. Based on the results of the Program for International Student

Assessment (PISA) 2015, Indonesian students at the age of 15 years have low abilities in Math, Science and Reading. Indonesia was ranked 69 from 76 participant countries (www.pikiran-rakyat.com, 2016). The average score of Math, Science and Reading of Indonesian students are therefore far below the average score of OECD countries.

To deal with the condition above, it is important to provide an educational program for teachers to increase their competences. Kutsyuruba (2003) stated that the aims of teacher education and other professional development activities are to provide learning and improvements to teacher capacity both at an individual level and at a professional level. Training is one of the educational programs provided to the teachers to increase their competence, but it does not yet effectively improve the teachers' competences. Based on our experiences as teachers in the Sukma Bangsa School, the educational office usually holds training concerning pedagogical development for teachers once a year. Senior teachers or specialist tutors from educational institutions are assigned to deliver the material in the training. The training usually takes eight hours a day and it is conducted for three or six days. The outcome of the training depends on the teacher behavior after the training process and commitment to implement what they got in that training.

The other program also given to the teachers as part of teacher development programs is teachers' supervision. Teachers' supervision has been conducted as a way of maintaining and improving the quality education at school. Unlike training, supervision can provide direct help and ongoing guidance to the teacher based on their preferences and needs. Those things should be seen as the advantages that supervision has as the professional assistance for teachers' professional development. Teachers' supervision potentially contributes to dealing with the problem of the lack of teacher competences and low student achievement. Therefore, the obstacles of the current teacher supervision should be dismissed, and at the same time improvement of the supervisory practice should be made, because it is very important to support teachers' professional development optimally.

Instructional supervision is critical to assist teachers in maintaining and improving their instructional practices. In addition, instructional supervision is needed to maintain or even to improve the quality of education in schools. According to Jaffer in Ugurlu (2014, p: 184) "a supervision system makes a contribution to the transformation and reforms of the organization in many countries". Hamzah et al (2013) stated that supervision is a crucial aspect of educational management as it can enhance the quality of educational organization. Supervision is required for the operation of a good school. Harris, cited in Burnham (2001) stated supervision is one of five main functions for operation of good school. Teachers' instructional supervision is an important activity to promote effective teaching in schools. One of the functions of teachers' supervision is to provide the opportunity for teachers to improve teaching practices and develop teachers' professionalism. Therefore, a variety of

people that are involved in the supervision, such supervisors, administrators, and teachers, are demanded to use their professionalism to commit to their job and function, as stated in the standard of national education and the enactment of the Ministry of National Education 2007 number 12 about the standard of school supervision. The teacher is the guarantor of quality education in the classroom through teaching learning activities, while the educational supervisor and school heads are the guarantors of education in the broader area. In short, the improvement of teachers' work performance seems to depend on the supervisory practice experienced by teachers.

Teachers' performance can be affected by internal and external factors. Supervision comes from an external factor affecting teachers' performance (Idris, 2016). In addition, Mark et al (1991, p. 79) stated that various research in various countries revealed that one of the extrinsic factors which contribute significantly toward teachers' work motivation, as well as the work performance and professionalism of teachers is supervision services. However, the success of supervision services is seen in the improvement of teacher professionalism which is reflected in student outcomes.

Problems in current education, such as lack of teachers' professionalism, work performance, and student outcomes can be caused by the role of supervision which is still weak, ineffective and less efficient in achieving its goals, and instructional supervision has a normative role only and is not detailed (Sagala: 2000). Supervision should be conducted by those who are professional and have a wide vision to improve the instructional practice of teachers and also be an agent of change. However, not all supervisors fulfill these criteria and, consequently, they are unable to conduct instructional supervision professionally.

Sturges (1982) concluded that there is a gap between reality and expectations in implementation of instructional supervision and inconsistency is found between normative and descriptive views about supervision. Furthermore, Sturges concluded that a supervisor who conducted instructional supervision did not aim to assist the teachers, but to emphasize the administrative responsibilities of teachers. This finding made teachers unable to get assistance and supportive help from the supervisor to improve instructional practice. The supervisor should combine his/her tasks to improve teachers' instructional practice and teachers' administrative responsibilities to achieve wider outcomes.

A supervisor should be able to help and guide teachers to accomplish their tasks in order to make sure the learning works effectively. According Kutsyuruba (2003) supervision is designed to fulfill the need of teacher development so that teachers maintain effective educational work and the process provides sufficient resources for teachers. What is concerned is the extent to which the instructional supervisor successfully accomplishes the instructional task. According to Beach and Reinhartz (1989, p;22) instruction involves tasks such as telling, explaining, defining, providing

examples, stressing critical attributes, modelling and demonstrating. Yavuz (2010, p: 371) stated that a supervisor demanded by the workplace should be able to do the following tasks: “solve problems, establish high standards for quality, take time to teach their staff, set reasonable and consistent standards and limits, treat everyone fairly, acquire, and use new information, master complex systems, work with a variety of new technologies, and communicate effectively with all personnel”.

Practices of instructional supervision in Indonesia are conducted by educational supervisors, principals and teachers who are assigned by the school principals to supervise their colleagues. Supervisory practices given by different supervisors who are involved possibly can be perceived variably by teachers. If the aim of teacher supervision is improvement in teaching, thus teachers must learn from the process (Pajak: 1986). Furthermore, if improvement is the aim, supervision should be seen as a form of teaching rather than an administration task. Accordingly, supervision can be seen as a process that involves improvement of student learning by improving teaching processes. However, for accountability purposes, the supervision takes place through an inspector, so that supervision can be defined as something that supervisors do toward teachers, which is strict; namely, follow standard procedures which have to be documented.

To follow and accommodate the change of the operations in the educational organization, the paradigm of educational staff should have to be changed as well, especially that related to instructional supervision. From the old paradigm, it can be viewed that supervision tends to be autocratic, finding fault or weaknesses and is power oriented. The shift in the paradigm of supervision in education in Indonesia in the last few decades due to the influence from the west has been adopted into the Indonesia educational system. The term of inspection has changed to mean supervision, which has a broader meaning and is more democratic. It is not only to observe whether a school principal, teachers and school staff have done their tasks and activities in accordance with the guidelines, but also to find a solutions concerning how to repair the problems. With the new paradigm, it is expected that teachers and supervisors can establish relations and cooperation more harmonically in order to carry out the tasks charged to them.

Even though the concept of classical supervision has changed to be modern supervision, mostly in practice it is still perceived as instructional supervision with the meaning of inspection which is strict and authoritarian. Kutsuruba (2003) as cited in Blase and Blase (1998) stated that it is a fact there are many approaches to supervision that are collaborative in nature, but supervision has been frequently practiced as one of inspection, oversight and judgement. Sahertian (2000) stated that the problem that is faced in conducting supervision in the basic educational environment is how to change the autocratic and corrective mindset toward a creative and constructive manner that creates

a situation and relation in which teachers feel safe and accepted as subjects who can learn and develop themselves.

Research conducted by Suharno and Saddhono (2013) in Andong Boyolali, Central Java, found that the supervision focus of a supervisor emphasised only administrative work; the process of supervision applied is similar to an examination, and supervision conducted by school supervisors does not seem to provide wide latitude for two-way communication. Furthermore, they found that the supervision given by supervisors is too monotonous, and even tends to convey wrong things or information which has already expired, and most teachers choose to be passive and do not heed supervisors' advice. These problems lead teachers to have a negative perception of supervision. Teachers' negative perception of the practice of supervision cause teachers to consider that supervision has no value to offer to them Oliva (1976).

The practice of instructional supervision can be perceived differently by teachers. Teachers' perceptions related to supervision is a process to comprehend, analyze, evaluate and interpret the nature of supervision conducted by the supervisor. Teachers' perceptions of supervision can affect teacher behavior in doing their tasks. Negative perceptions about teacher supervision can be an obstacle in the process of instructional supervision in schools. However, if the teacher perceives instructional supervision positively, they can be motivated to develop their competences and abilities to improve their teaching. Teachers' perceptions related to instructional supervision affect the success of the supervisory process in schools.

Tesfaw and Hofman (2014) as cited in Oliva (1976) stated that teachers' perception of supervision in their schools and classrooms is a determining factor in the results of the supervision process. Glatthorn (2007) conducted a study regarding supervisory behavior and teacher satisfaction and found that the improvement of the teacher-learning process was dependent upon teacher attitudes toward supervision. Glatthorn (2001) stated that unless teachers view supervision as a process of promoting professional growth and student learning the supervised exercise would not have the desired effect. In addition, in order to be effective, the supervisor must be perceived by the teacher as a colleague who can be trusted; someone who is ready to be open to a different perspective (Titanji and Yuoh; 2010).

1.1 Research Questions

Findings from a variety of research revealed that there is a gap between the implementation of instructional supervision and teachers' expectations, which is in line with the researchers' thoughts. However, the researchers perceived that instructional supervision is an important educational

management aspect and is a way of maintaining and developing teachers' job performance and teaching-learning outcomes in the Indonesian context. This research was conducted to examine teachers' perceptions of the actual and ideal supervisory practices and their relations with perceived professional development in private schools, government schools, government madrasah tsanawiyah and private madrasah tsanawiyah in the Lhokseumawe municipality. This study aimed to answer the following research questions:

1. How do teachers describe instructional supervision in secondary schools and madrasah tsanawiyah in Lhokseumawe?
2. Is there any gap between actual and ideal supervisory practices based on teachers' perceptions?
3. Is there any connection between actual supervisory practices and teachers' perceptions of instructional supervision with perceived professional development?

1.2 Significance of Study

This study is significant because it attempt to identify and establish the views of teachers in school regarding instructional supervision. Supervision is an important aspect of the operation of a good school and in developing the quality of the Indonesian education system. Furthermore, the way teachers perceive supervision is also important. This research is expected to provide information and findings that can be used to help school principals and educational supervisors to provide a better way in guiding teachers in their teaching delivery. The study is also expected to have a positive impact on teachers' perceptions of instructional supervision on their professional development.

2 SUPERVISION, TEACHERS' PERCEPTIONS OF SUPERVISION AND TEACHERS' PROFESSIONAL DEVELOPMENT

One of the most important efforts in organizing the education process is to improve and maintain the quality of education. Teachers as education agents are professionals who have an important role in designing and applying the learning practice, evaluating the outcome of learning, guiding students and conducting studies as well. Therefore the guidance in improving the professionalism of teachers is constantly required. One way that the improvement of professionalism is conducted is through instructional supervision. The implementation process of supervision is a crucial part of the implementation of educational management in schools. Sergiovanni (1987) stated that supervision is an effort to stimulate, coordinate and guide teachers continuously in schools, both individually and in groups, to provide a better understanding and ability to realize the function of learning effectively in practice. Thus, instructional supervision has a close relationship with teacher professional development. In recent years the relationship between supervision and the professionalism of teachers has been the theme in a thorough review (Glickman et al, 1998; Beach & Reinhartz, 2000; Wanzare & Da Costa, 2000).

2.1 History of Supervision

Soetopo (1984) mentioned that in the colonial era, around 1654, the activities of supervision emerged in the United States. The General Court of Chusetts Bay Colony stated that the leaders of the city were responsible for the selection and regulation of teachers' performance. This is considered as a forerunner to the emergence of the most basic concepts for the development of modern supervision. In Boston, in 1709, a committee of laymen came to know the methods used by teachers in their classes by visiting schools. Their task was not to improve teaching skill of teachers or fix fault made by teachers in their teaching but it rather than to know how capable teachers in their teaching practice.

In some modern countries, such as England and the United States of America, more attention and instructional supervision has been carried out through the supervision of the school supervisor (Lee, Dig & Song, 2008). Educational supervision was implemented by the end of the 18th century during the reign of Napoleon Bonaparte in France, and in the 19th century the idea was followed by the countries of Europe (Grauwe, 2007). In England, in 1883, the first two school inspectors were appointed. (Shaw, Newton, Aitin& Darnell, 2003), and in 1801 supervision was started in the Netherlands (Dutch, Education Inspectorate, 2008). Not only developed countries and modern countries use the term inspectors and inspections, as conducted in England and the USA, but also African countries, such as Nigeria, Senegal, Lesotho and Tanzania (Grauwe, 2007).

Many countries prefer to change the terminology and application of the supervision of inspectors, caused by the increasing demand for guidance and teacher support provided by the supervisor. According to Gruwe (2007), recently some countries have developed more specific terminology, such as Malawi, which uses the term "education methods advisor" and Uganda, which uses the term "teacher development advisor".

History of Educational Supervision in Indonesia

According to Arikunto (1998), the term of supervision can be said to be new in Indonesia, and emerged in the early 1960's, or the last five decades. It was first introduced by some of the Teachers' Training College in Indonesia in the course of educational administration, then in 1965-1966 supervision was used as test materials in SPG (School of Teacher Education). Many educators are still unfamiliar with the term supervision for those who graduated from the School of Teacher Education, from both secondary level teacher training and higher education, before the 1970's.

Actually, the term supervision had already existed in the Dutch colonial period for approximately 3.5 centuries in Indonesia. It was called inspections. However, the implementation was most likely finding mistakes the teacher made during teaching. It was not accompanied by follow-up that helped solve the problems experienced by teachers during the learning process. The Dutch colonial era used the term "*schoolopzeiner*", people in charge of examining the entire subjects with an introduction to the Dutch language in elementary school, while the other subjects were checked by the Dutch so-called inspectors (Ametembun, 1981)

According to Harahap (1983) in the Japanese colonial period (1942-1945) there was the *Shigaku* term. It was addressed to label the officer (inspector) of primary school supervision, but the term is not familiar in Indonesia. The term inspector has been used after Indonesia's independence, later changed to the term supervisor for secondary school level and inspector for elementary schools

as well. The emergence of the term supervision was introduced by the students who studied in the USA.

The application of the concept of supervision in Indonesia came into force following the decision of the Ministry of Education and Culture Decree No. 0134/1977, which stated that the principal, inspectors of schools at the district level, and the supervisors of the district / municipality, and staff in the existing field offices in every province can be rightfully called supervisors. However, there is a change of use of the supervision term based on Government Regulation No. 38/1992.

Based on Sudjana and Nana (2006) the Directorate General for improvement of educational quality and personnel of the national education department have set the quality standards for supervision. The role of the school principal is as an academic supervisor and managerial supervisor. As an academic supervisor, he/she serves to enhance the ability of teachers' professionalism. Meanwhile, the effort of principals to achieve school effectiveness is a function of a managerial supervisor.

2.2 Some Relevant Research

We have referred to some previous studies associated with teachers' perceptions of supervision and the improvement of professionalism in teachers. There are several studies relevant to our own study:

First, the research conducted by Tadele Akalu Tesfaw and Roelande H. Hofman (2012), entitled *Instructional Supervision and Its Relationship with Professional Development: Perception of Private and Government Secondary School Teachers in Addis Ababa*. This research examined the perception of the supervision of teachers in secondary schools in Addis Ababa, Ethiopia. In this study, the researchers wanted to find out whether there are significant differences between beginning teachers and senior teachers in the perception of the implementation of supervision in an effort to improve teacher professionalism. The researchers took samples of 200 teachers, which consisted of beginning teachers and senior teachers. The data were analyzed by using t-test, correlation and regression analysis independently. The results showed that in high schools in Addis Ababa, Ethiopia, the kind of supervision that was often used was the peer approach, and portfolio evaluation was often used as supervision. There was no significant difference between beginning teachers and senior teachers in their perceptions of supervision at school. In addition, the significant presence of weak to moderate positive correlation was found in the actual supervision approach, attitudes and satisfaction towards teacher professional development. Then, regression analysis showed that teachers' attitudes

towards and satisfaction with supervision were the most important factors in the professional development of teachers.

Second, research conducted by Kweku Esia Donkoh and Eric Ofosu-Dwamena (2014), entitled *Effects of Educational Supervision on Professional Development: Government Perception of Basic School Teachers at Winneba, Ghana*. This study purposed to examine the perceptions of primary school teachers to develop professional teachers in Winneba Ghana. In this case the researchers took a sample of 106 government elementary school teachers who had been randomly selected for a year. In collecting the data the researchers used questionnaires. The results found by the researchers showed that in general the teacher thought that supervision had a positive impact on professional development. Through the supervision teachers could develop their experience, the curriculum, teaching methods, materials used, classroom management, student characteristics and ratings. Furthermore, the researchers also found that supervision could push the performance of teachers in the face of challenges and found the right solution to solve any problems. Then, the absence of significant differences between male teachers and female teachers' perceptions regarding the supervision process was found in government elementary schools Winneba Ghana. However, there were significant differences in their responses to the development of curricula, teaching methods and materials used.

Third, research conducted by Nek Yeop Kamal Yunus, Jamal Nordin Salomawati Jonah and Isaac (2012), entitled *The School Principals' Roles in Teaching Supervision in Schools Selected in Perak, Malaysia*. In this study, researchers looked at the implementation of supervision conducted by the principal or a senior teacher at schools in Malaysia. Researchers used a questionnaire in collecting data, and the sample was 120 teachers in secondary schools in the district Central Perak Malaysia. From the results of the study, researchers found a significant correlation between the effectiveness of the supervision of the school principal and curriculum implementation ($r = 0.257$, $p < 0.001$). Then, there was a correlation between the implementation of supervision of teachers and preparing teaching materials ($r = 0.331$, $p < 0.001$). The latest findings were correlated between the implementation of supervision of teachers and preparing teaching materials ($r = 0.306$, $p < 0.001$).

Fourth, research conducted by Benjamin Kutsyuruba (2003), entitled *Instructional Supervision: Perceptions of Canadian and Ukrainian Beginning High-School Teachers*. The purpose of this study was to examine the perceptions of beginning teachers who taught at primary schools or secondary schools on the implementation of supervision in the city of Chernivtsi Ukraine in the period 1991-2005. In the data collection techniques, researchers used a questionnaire and interview techniques individually. The total respondents were 55 teachers from eight schools. In this study, researchers found that there was no significant relationship between the perceptions of the quality

control supervision approaches chosen. Based on the analysis of ideal supervision practice, some teachers felt that supervision had an important role in improving teacher professionalism.

2.3 Teacher Competences

According to the enactment Government Regulation of Indonesia No.19/2015 of teachers and lecturers described the competence of educators as agents of learning in primary and secondary education and early childhood, including the ideas of pedagogical competence, personal competence, professional competence and social competence. Article 3 of Government Regulation No.74/2008 for teachers describes in detail the content of the four competencies:

1. The pedagogical competence of the teacher is the ability to manage the education of students which at least includes:
 - a. Understanding and insight of the basics of education.
 - b. Understanding of learners
 - c. Development of curriculum and syllabus
 - d. Lesson planning
 - e. Implementation of educational learning and dialogue
 - f. The use of learning technology
 - g. Evaluation of learning outcomes
 - h. Development of learners to actualize various potentials
2. Personal competence which includes:
(a) Faith and fear, (b) Good morals, (c) Wise, (d) Democratic, (e) Steady, (f) Authoritative, (g) Stable, (h) Adults, (i) To be honest, (j) Sportive, (k) Being a role model for students and the community, (l) Objectively evaluating own performance, (m) Developing self independently and sustainably.
3. Social competence is the ability of teachers as part of the community, which must include at least the competence to: (a) Communicating verbally, writing, and gesturing politely, (b) Using information and communication technology functionally, (c) Interacting effectively with learners, fellow educators, staff, heads of education, the parents or guardians of students, (d) Associating politely with the surrounding communities to heed the norms and value systems applicable, (e) Applying the principle of true brotherhood and the spirit of togetherness.
4. Professional competence is the ability of teachers to master the knowledge of science, technology, and / or art and culture that are taught at least includes control of: (a) The subject matter is broad and deep in accordance with the standards of the program content of the

education unit, subjects, and a group of subjects that will be taught, (b) Concepts and methods of scientific disciplines, technologies, or relevant art, which is conceptually coherent with a subjects and groups of subjects that will be taught.

2.4 Professional Teacher

The Law number 14/2005, Article 1, Section 1, and the Government Regulation of Indonesia No.74/2008 on teachers and lecturers mentions that teachers are professional educators in charge of educating, teaching, guiding, directing, training, assessing and evaluating students ranging from children early childhood, primary and secondary education in formal education. Teachers as professionals means that the occupation of teacher can only be conducted by someone who has academic qualifications, competences and an education certificate in accordance with the requirements for each type and level of education.

According to Wise (1989, as cited in Mercedes and Tichenor, 2005) teachers are professionals who are experts in the subjects taught in accordance with the knowledge students learn. Teachers can analyze student needs, know how to implement the profession of a teacher, and are responsible for meeting the needs of students. Meanwhile, according to Clement (2002) and Sifert (1999) a professional teacher needs the time to control the field of science taught.

Hoyle (1980) explained that professionalism is described as a person's quality practice. So, it can be said that the teacher's behavior describes how much professionalism is possessed by the teacher. Furthermore, Hurst and Reding (2000) stated that, in establishing a good relationship with his colleagues, the teacher needs to value modesty in the use of language, and the appearance of appropriate discipline, combined with professionalism as a teacher. Kramer (2003) claimed that teachers can be regarded as professionals if they have the main elements of attitude, behavior and communication.

The issue of professional teachers was discussed in the United States in the mid-1980s. A journal article in the March 1983 edition of Educational Leadership cited by Supriya (1999) stated that professional teachers are required to have the following five things:

1. Teachers have a strong commitment in teaching with the main purpose to help students achieve learning goals.
2. Teachers should be professional and explore subjects which will be taught, and present the subjects in a way which is easily received by students.
3. Teachers are responsible for the evaluation of the students' learning.
4. Teachers should do reflection and correction learning.

5. Teachers are part of the community of learning in their environment.

According to Suryasubrata (1997), in practice, there are ten competences of teachers in applying the professional skills of teachers:

1. Competence in mastery of the material, even materials according to curriculum and enrichment materials or other supporting material
2. Competence in the management of learning programs, including formulating learning goals, using the appropriate procedures, implementing a program to learn and understanding and knowing student's abilities deeply
3. Competence in classroom management, including classroom design and creating an atmosphere that is safe and comfortable
4. Competence in using the media of learning
5. Mastery of the foundations of education
6. Management of interactions and learning
7. Competence in evaluating learning
8. Competence in guidance and counselling
9. Competence in school administration
10. Understanding the principles and interpreting the results of educational research for the purpose of teaching

2.5 Teachers' Professional Development

Many expert have said that professionalism is an emphasis on the mastery of science and implementation of strategy. Maister (1997) explained that professionalism is emphasized on attitude and it is not only knowledge and technology; in developing professionalism, a teacher should have the behavior that is required, which is more important than being technicians who have high skills.

According to Gordon (2004: 5) there are seven standards used in developing teacher professionalism:

There are nearly as many definitions of professional developments as there are authors who have written about the topic. I will take a slightly different path by offering a definition of successful professional development, which includes a combination of experiences that empower (1) individual educators, (2) educational teams, and (3) the educational organisation to improve (4) curriculum, (5) instruction, and (6) student assessment in order to (7) facilitate student growth and development.

In developing the professionalism of teachers, Glickman (1981) explained that professional development should be able to help beginner teachers to improve their skills, so that less capable

teachers should be raised to professional teachers. In detail, Glickman (1981: 48) stated that a professional teacher is as follows:

This teacher has both a high level of commitment and a high level of abstraction. She is a professional, committed to continually improving herself, her students, and fellows of the faculty. She can think about the task at hand, consider alternatives, make a rational choice, and develop and carry out an appropriate plan of action. Not only can she do this for her classroom but with the faculty as a whole. She is regarded by others as an informal leader, one to whom others go willingly for a help. Not only does this teacher provide ideas, activities, and resources, but such a person becomes actively involved in seeing any proposed plan through to its completion. She is a thinker and doer.

While, based on Gordon (2004) the features in developing an individual teacher which must be completed and sustained include:“(1) positive self-concept and high self-efficacy, (2) reflective thinking, (3) visionary pedagogy, noble and purposeful, integrative and holistic, constructivist, active and engaging, (4) teaching as a moral activity, and (5) physical and psychological wellness”.

Factors behind the Professional Development of Teachers.

In practicing in the school, the teacher is one of the educational staff closest to students in carrying out the process of learning and can do interaction directly. Professional teachers are needed in dealing with problems that occur during the learning process, troubleshooting problems that come from teachers and students. Therefore, increased development of professional teachers must be implemented continuously. A teacher professional development programme is one school programme that deals with and is closely related to improving professional career teachers (Rogan & Grayson 2004; Tecele 2006), While, Hargreaves, Fullan (1992) and Arends (1998) stated that the professional career of teachers can be improved through teachers' teaching experiences, both formal and informal experiences. One of the factors that encourage the improvements in professional teachers is the rapid development of science and technology in the globalization era. It will develop teachers' professionalism in order to keep up to date concerning latest teaching and learning trends.

Meanwhile, according to Villegas-Reimers (2003), in the success of a teacher professional development program, there are three factors that influence it, namely the conceptual factors, contextual factors and methodological factors. Conceptual factors are factors related to the perceived teacher at the time of teaching, what changes and progress occur, while contextual factors are the factors that are closely related to school leadership, school culture, external institutions as well as web-based learning support. Then factor methodology emphasizes the processes and procedures that have been planned to support the professional development of teachers. The professional development of teachers can be realized if these three factors are carried out appropriately.

2.6 Definition of Supervision

Etymologically, based on Echols (1983), the supervision word derived from the English language, which means inspection. In addition, Oteng (1983) believed that the use of the word is interpreted as directing supervision or guidance.

In a morphological way, supervision derived from two English words, which is super and vision. Super meaning above and the vision means to see, the same as inspection, examination and supervision, and surveillance, in the sense of a process activity carried out by the leadership of subordinates. Supervision activities put more emphasis on the value of humanity. Elements of coaching are a major goal in supervision activities, not looking for faults, but to be able to provide information in order to repair the parts which are lacking in the event or the implementation process of supervision (Mufida, 2009).

Semantically, many experts define the term supervision, but the principle has the same meaning and understanding. According to Wiles (1955), Supervision is an assistance in the development of a better teaching-learning situation. Neagley (1980, as a cited in Pidarta, 1986, p. 2) stated that “supervision is a service to teachers in schools with the purpose to produce instructional improvement, learning, and curriculum”.

Nerney as cited in Sahertian, (1982) defined supervision as procedures to give directions and conduct critical assessment of the teaching process. While, Poerwanto (1986) said supervision is an activity of coaching designed to help teachers and other school officials to do their jobs effectively.

Mantja (2007) said supervision is defined as an activity of supervisor that is carried out to repair the teaching and learning process. There are two purposes to be realized by supervision: repairing the learning process and improving the quality of education. Ross (1980), defined that supervision is service to teachers aimed at generating improvement of teaching, learning and curriculum.

The opinions above show that the term of supervision implies many meanings, but it contains the same meaning, such as, helping, caring, giving directions, assessing, coaching, improving, developing and repairing. In other words, the meaning of the term supervision is opposed to supervising, checking, punishing, prosecuting, inspecting, correcting, and blaming. Thus the term supervision "does not equal" the terms of controlling, inspecting and directing.

It should be emphasised that the object of the main supervision in schools is the teacher, even though everyone in the school is subject to supervision by an intermediary. Another sign of the opinions above: it is important to have a good administration in supervision activities, because it

requires administrative supervision, especially concerning its main functions, which are planning, organization, implementation and supervision of supervision itself.

2.7 Supervision and Inspection

According to Ojelabi (1981) inspection can be described as a critical examination and as a way to evaluate learning in schools. Through the process of inspection comes required relevant suggestions and feedback to improve the quality of schools. Again, according to Ngalim Purwanto (1990) in one way of inspection conducted by inspectors in supervising teachers in the work, the inspectors verify whether teachers are doing the work in accordance with the instructions. Inspections are also referred to as a traditional form of supervision, namely the method of managing the school that occurred in the 19th century (Sullivan & Glanz, 2000).

In conducting their duties, inspectors put more emphasis on the weaknesses and the shortages of teachers when teaching (Glanz, 1998). Furthermore Daresh (2006) stated that inspectors try to mobilize all the time only to find fault in the teacher's teaching in the classroom. In such a model of supervision, the inspector has the responsibility to intervene immediately to improve teacher's performance. Teachers are people who are responsible for the mechanisms that occur during the learning process in the classroom.

The fundamental difference between supervision and inspection is the purpose. The purpose of inspection is to check how far the plan has been implemented or whether the work has been carried out in accordance with the instructions of the inspectors, and whether it was in accordance with the purposes and objectives of the learning process. The objectives of the inspection system are all elements of the school, ranging from students, teachers, classrooms, and other facilities, while the purpose of supervision to provide assistance, guidance to teachers in improving professionalism in the classroom, so in the implementation of teachers working professionally. The goal of the system of supervision is more focused on teachers and other education staff.

2.8 The Concept of Supervision

The quality of learning can be created through the existence of a very close relationship to the quality of education. It can be seen that one important factor in creating quality of teaching can be determined by the quality of educators (teachers). Teachers have an important role and are spearheads in the process of the creation of a good education. Again, teachers have a great responsibility in the success or failure of the learning process. In practice, teachers often have faults in teaching, both in

pedagogy and content. Therefore, teachers need help to solve the problems of teaching. One assistance that might be given to the teacher is through teaching supervision services.

According to Daresh (1989) supervision is used to help the teacher in developing the ability to manage learning and to reach the purpose of learning, called academic supervision. Sergioivanni (1987) stated that reflecting on practical assessment the performance of teachers in academic supervision is seeing the real conditions of work of teachers to answer the questions, for example: What actually happened in the class? What were students and teachers doing in the classroom? Based on these questions information about the teacher's ability to manage learning will be obtained. After conducting supervision, follow-up program development is required. Supervision is not only completed after the assessment of teacher performance, but the follow-up process is to resolve the problems during the implementation process of supervision.

According to Nolan and Hoover (2004) the functional organization of teacher supervision is to develop teacher growth, thus improving teaching and encouraging more active student learning. Enhancing the educational experience and the learning of all students is a basic objective of the process of teacher supervision (Nolan and Hoover, 2004). Supervision activities should be directed to include policy and are engaged to the opinion that teachers smart, professional, and have committment to promote their learning, and which aim to improve the learning and growth of teachers (Renihan, 2004).

2.9 The Purposes of Supervision

Basically, the purpose of supervision is to provide services and assistance for improving teachers' professionalism in order to achieve their main tasks of classroom teaching, so it can improve the quality of student learning. The main objective of supervision is to repair teaching processes (Neagly & Evans, 1980; Oliva, 1984; Hoy & Forsyth, 1986; Wiles and Bondi, 1986; Glickman, 1990). Based on Nurnalisa; et al (2015) there are two purposes of supervision, general purpose and specific purpose. The general purpose of supervision is to provide assistance to the teachers in the form of both technical assistance and purpose in the form of guidance to the teacher and other school staff in order to raise the quality of work. For a general purpose to be reached easily it must be explained in detail, so that it becomes a specific purpose with clear targets (Nurnalisa, 2015).

According to Wanzare and Da Costa (2000, as cited in Kutsyuruba, 2003) the purposes of supervision are:

1. To repair instruction (Beach & Reinhartz, 2000; Glickman et al, 1998; Golds berry, 1997; Nolan, 1997; Sergioivanni & Starratt, 1998; Waite, 1997)

2. Professional development of effective teachers (Acheson & Gall, 1997; Beach & Reinhartz, 2000; Glatthorn, 1984; Waite, 1997; Wiles and Bondi, 1996)
3. To help teachers to be aware of their teaching and its consequences for learners (Glickman et al, 1998; Nolan, 1997)
4. To enable teachers to try new instructional techniques in a safe, supportive environment (Nolan, 1997)
5. Fostering the development of the curriculum (Nolan, 1997; Oliva & Pawlas, 1997; Wiles and Bondi, 1996)
6. Inspiring human relations (Wiles & Bondi, 1996).
7. To foster motivation of teachers (Glickman et al., 1998).
8. To monitor the learning process to get the best results with students (Schain, 1988)
9. To provide a mechanism for teachers and supervisors to improve their understanding of the teaching and learning process through collective investigation with other professionals (Nolan & Francis, 1992)

Based on Daresh as a cited in Ambarita; et al (2016) the purpose of academic supervision is to help teachers to improve the ability to achieve learning goals, and Sahertian and Mataheri in (Ambarita; et al, 2016) stated that there are three objectives of academic supervision:

1. Assisting the teachers in developing teaching and learning process
2. Helping the teachers to analyze the curriculum
3. Assisting the teachers in developing school staff

Based on the explanation above, the general purpose of academic supervision is to assist teachers in formulating learning goals, guiding teachers in the teaching and learning experience, the use of resources of learning, the application of teaching methods, understanding student learning needs, assessing the progress of student learning, the moral development of students, adjusting to society, and building the quality of schools (Ambarita; et al, 2016).

Furthermore, according Sergiovanni (2003, as a cited in Ambarita; et al, 2016), the purposes of academic supervision are; (1) Implementation of academic supervision to assist in developing and understanding professional teachers, the teaching and learning process, and developing skills and techniques in teaching; (2) Monitoring the teaching and learning processes in schools; (3) Encouraging teachers in implementing the ability to do the tasks of teaching, committed to their duties and responsibilities. McQuarrie and Wood (1991) stated that the purpose of supervision is to assist and support teachers in adapting, adopting and improving teaching practice and applying it in the classroom. Then, Wanzare and Da Costa (2000) said that in order to enhance the growth of

professional teachers, giving feedback on effective classroom practice is the overall objective of the supervision process.

In promoting the objective of supervision, supervisors should use a variety of strategies and methodologies of supervision for each teacher, thus creating an effective process of supervision and creating fun learning for students as well. Many experts of education argued that this is caused by some differences in teachers' backgrounds, experience, the ability to think abstractly and level of concern (Beach & Reinhartz, 2000; Glickman et al, 1998; Wiles and Bondi, 1996). Therefore, the effectiveness of supervision should conform to the characteristics and contexts of teacher differences by using the most appropriate framework. On the other hand, Sergiovanni & Starratt (1998) found that the regulatory process can use a variety of appropriate styles, but it does not easily fit in a short time considering the needs and preferences of different teachers in the regulatory process.

2.10 Approaches of Supervision

Based on research conducted by Sullivan and Glanz (2000) the results of their findings are that the success in the implementation of supervision is influenced by several alternative approaches that can improve teacher professionalism such as mentoring, peer coaching, peer assessment, portfolios, and action research. Kutsyuruba (2003) said that the application of a different approach to supervision has a very important role, not only providing a choice to the teacher but also providing options for administrators and schools. Categories of approach that are often used in supervision are clinical supervision, collaborative supervision (peer coaching, cognitive coaching, and mentoring), self-reflection (self-directed development), professional growth plans, and portfolios (Alfonso & Firth, 1990; Clarke, 1995; Poole, 1994; Renihan, 2002; Sergiovanni & Starratt, 2007; Zepeda, 2007).

Clinical Supervision

According to Sergiovanni and Starratt (1998) clinical supervision is conducted to help teachers improve their professionalism face-to-face. Clinical supervision is a process of supervision that is structured and systematically conducted face to face directly between teachers and supervisors with the purpose of improving the ability of teachers to teach in the classroom (Kutsyuruba, 2003). According to Snow-Gerono (2008) the purpose of clinical supervision is to give support and help teachers develop their own skills and gradually become more independent.

Goldhammer, Anderson and Kwrajewski (1980) suggested nine characteristics of clinical supervision as follows:

1. Became one with technology in improving teaching
2. A deliberate intervention in the learning process
3. Focus on the goal, which is to combine the objectives of the school with teachers' personal needs
4. The working relationship between the teacher and supervisor
5. Trusting, understanding, supporting and commitment to progress together
6. Flexible systematic effort and changing methodologies continuously
7. Creating a creative condition to sustain the discrepancy between the real and ideal situation
8. The supervisor must be competent
9. The supervisor needs training

According to Nolan, Hawkes, and Francis (1993, as cited in Kutsyuruba, 2003) clinical supervision can be considered effective if it includes several themes, including: (a) in order to develop a good cooperative relationship between the teacher and the supervisor it should be based on trust, respect, and mutuality; (b) controlling the teacher is the result of supervision; (c) supervisor control over the selection of supervision that shows teachers' teaching practices; (d) the process of supervision continues developing from time to time; (e) the supervisor gives instruction, information, nonjudgmental observations to the teacher; (f) both teachers and supervisors take part in reflective practice.

Collaborative Supervision

In modern schools in this period, collaborative and collegial work has become very important. Based on Burke and Fessler (1983, as cited in Tesfaw TA; Hofman RH, 2012), a collaborative approach with teachers is the main focus in the supervision process. In the process of supervision, a collaborative approach is created to help new teachers to know a new environment, both the school environment and teaching environment, assisted by teachers who are experienced. So, experienced teachers have the responsibility ethically and professionally in providing any kind supervision which is needed by beginning teachers. In addition, Kutsyuruba (2003) said that a collaborative culture that builds the teacher at school can increase and improve the professional growth.

According Hosack-Curlin (1993, as cited in Kutsyuruba, 2003) the guidance created by the collaboration between supervisors and teachers can significantly obtain changes in increasing skills in managing the class. This collaboration can be utilized by teachers to provide input or support to each other through the feedback given which purposes to repair (Burke & Strarrat, 1983). The main function of supervision using a collaborative approach is specifically to help beginning teachers

through peer coaching, cognitive coaching and mentoring (Showers & Joyce, 1996; Sullivan & Glanz, 2002; Uzat, 1998; Sergiovanni & Starratt, 2007; Kutsyuruba 2003).

Peer Coaching

According to Beach and Reinhartz (2000) peer coaching is the process of collaboration supervision given for the purpose of improving instruction by way of pairs or small groups through the alternating observation of the teachers who were teaching. Meanwhile, Sullivan and Glanz (2000), argued that the process of cooperation among fellow teachers to improve the ways in teaching and gain new skills in teaching can be generated through acquisition and curriculum development.

For beginner teachers, the peer coaching supervision process has a very important role. The findings that were presented by Hosack-Curlin (1993) show that assessment by a senior teacher or experienced teacher having competence is needed in the supervision of new teachers. Thus, peer coaching is an opportunity for beginning teachers through a collaborative process, taking part in decision making, and providing feedback directly to improve and repair teaching skills. (Bowman & McCormick, 2000; Sullivan & Glanz, 2000). As explained by Sergiovanni and Starratt (2007), the purpose of the process of training is to develop community learning through collaboration and respect for each other, studying together, and learning diligently. So when the teacher studies diligently the service for students is more effective. In the implementation of developing professionalism, the teacher should be ready for the implementation of peer coaching and for selecting the appropriate team to support each other (Kutsyuruba, 2003).

Cognitive Coaching

According to Costa and Garmston (1994) cognitive development is a process that is built in a non-judgmental way through conference planning, observation, and a conference that reflects. The goal of cognitive development is improving existing practices, while the purpose of peer coaching is more focused on innovation in the implementation of the curriculum (Rain & Joyce, 1996). Beach and Reinhartz (2000) stated that in the implementation of cognitive coaching, there are some techniques in pairing partners, such as a teacher paired with teachers, the teacher with the supervisor, or a supervisor with a supervisor. However, it can be said to be peer supervision if supervisors are paired with a supervisor. Experts in supervision divide three stages in cognitive development three stages: planning, supervision of the lesson and reflections.

The basic objective of cognitive coaching according to Costa and Garmston (1994) as follow; (1) developing and maintaining a trusting relationship; (2) fostering growth toward both autonomous and independent behavior; and (3) promoting learning. Garmston, Linder & Whitaker (1993) stated

that the process of cognitive coaching of learning can be carried out between the teachers with each other through trusting each other, achieving the high degree of autonomy, ability to self-monitor and self-analysis.

Mentoring

According to Sullivan and Glanz (2000) a supervision process performed by an experienced teacher (mentor) to the beginning teachers aims to facilitate and enhance collaborative learning without judgement, so teacher's performance in the classroom can be improved. Through the mentoring process in order to help beginning teachers to know the school environment, school culture and the real process of learning in the classroom, this is a major focus in supervision undertaken collaboratively (Sergiovanni & Starratt, 2007). Meanwhile, according to Murray and Mazur (2009) in the process of mentoring, senior teachers in the same school are designated as mentors for beginning teachers. Thus, it is a collaboration between a beginning teacher with an experienced teacher (Murray and Mazur, 2009).

Self-Reflection

The occurrence of a change in the educational context is often the case that creates the responsibility of teachers to improve behavior and professionalism, which aims to reflect all the changes that have occurred and the changes experienced during these contexts (Kutsyuruba, 2003). Self-development is one of the efforts made by teachers systematically in improving the professionalism of teaching. This approach is more suitable for teachers who prefer to work alone or even because of schedule and other difficulties, which mean the teacher cannot work together with other teachers (Glatthorn, 1990). The process of self-reflection has become one of the alternative uses of time which is more efficient, less expensive, has the absence of excessive demands and does not depend on the same people (Sergiovanni and Starratt, 2007).

Then Glatthorn (1990) added that capacity building is an option for teachers in promoting and developing their own teacher professional goals; in achieving the objectives they find their own resources, create and plan the steps in determining these objectives. This approach is in accordance with the teachers who are able and experienced in managing time well (Sergiovanni & Starratt, 2007).

Portfolio

In order to increase and develop professionalism, a teacher should have an active role in their own supervision. So they need possession of process evaluation (Kutsyruba, 2003). A portfolio of learning is the most effective way that can be carried out by teachers in applying practices (Painter, 2010). The National Board for Professional Teaching Standards, in giving incentives and teacher certification for performance and professionalism, use portfolios that they make. In evaluating teachers, many institutions such as schools use portfolios (Wolf, 2006).

A portfolio of learning is a collection of document information about a teacher's teaching practice. The portfolio is an interesting tool in the teacher evaluation process to describe the complexity and individuality of teachers' teaching in detail. But there are some things to discourage the use of portfolios in supervision, the pages are too many which causes the teachers not to master all the content within the portfolio. To ensure the implementation of the evaluation process through supervision portfolios runs well, some elements should be applied: good content and outcome standards for teachers, the requirements are specified in the preparation of the portfolio and the design of an efficient evaluation system. The preparation of these elements will increase the possibility that the evaluation system will successfully meet the requirements of validity, reliability, and utility matters.

2.11 Model of Supervision

Definition of Education Supervision Model

Harjanto (2006) said that a model is a conceptual framework that is used as a guide or reference in an activity. In another sense the model is goods or objects that imitate the real thing. The definition of a supervision model is a pattern used by supervisors in conducting instructional supervision. Borders (1991) explained that the model is basic knowledge in the application of ethical practice. Raulerson (2006) as cited in Harjanto stated that the model is defined as "a set of parts united by some form of interaction".

Models of Instructional Supervision

Suhertian (2000) grouped four models of supervision; conventional models (traditional), scientific models, clinical models and artistic models.

Conventional Model

In implementating the conventional model, the supervisors find the faults of teachers. The supervisors conduct a sudden inspection in the classroom without permission when the teacher is teaching. This is very contrary to the purposes and principles of supervision, and its implementation only finds fault with the teacher, giving rise to the behavior of the teachers to be indifferent in finding innovative solutions and educational progress. According to Prasojo and Sudiyono (2011) there are two models of traditional supervision: direct supervision and indirect supervision. Direct supervision is conducted by direct supervision of the teachers who are teaching through pre- observation and post-observation procedures, and indirect supervision is carried out through sudden testing, case discussions, and questionnaires.

Scientific Supervision

Supervision of a scientific nature can be characterized as follows:

- a. Implementation is more planned and continuous
- b. Systematically using procedures and specific techniques
- c. Using instruments in the collection of data
- d. Objective data is obtained from the real situation

Clinical Supervision

This model focuses on the improvement of teachers in teaching through the systemic cycle of planning, observation, intensive and careful analysis, so that evidence for changes is rational.. The characteristics of clinical supervision, are, among others:

- a. Initiative to what will be supervised arising from the teacher instead of the supervisor
- b. Supervision is conducted with full intimacy and humanity
- c. The relationship between supervisors and teachers is a relation of partnership

Artistic Supervision

Teaching is a science that requires skill and art. In relation to his teaching duties, supervision is an activity in education that increases knowledge, appearance and also the art of teaching that must be controlled by an educator.

Meanwhile, Codan, Anderson, and Krajewski as cited by Kutsyuruba (2003) classified the supervisory approach between 1850 and 1990 as follows:

- a. Scientific management

- b. Democratic interaction approach
- c. Cooperative supervision
- d. Supervision as curriculum development
- e. Clinical supervision
- f. Group dynamics and peer coaching
- g. Coaching and supervision is instructional

Meanwhile, according to Bernard and Goodyear (2004) the model of supervision can be categorized into four:

- a. Developmental models of supervision
- b. Integrated models of supervision
- c. Social role model of supervision
- d. System models of supervision

Then, Leddick (1994) divided the model of supervision into three, namely: (1) model of development, (2) integrated model, and (3) the model specific orientation. Based on Rehinan (2002) one of the latest models recommended by the experts of education is a model of reflective supervision. Tracy's (2008) model of supervision used is collaborative supervision, self-reflection, and inquiry-based supervision.

2.12 Techniques of Supervision

A supervisor should understand, know and implement the techniques in the implementation of instructional supervision. This is because supervision has a role and is a very important concept in learning problems. In the context of assisting teachers and improve learning and so that the implementation operates effectively, the supervisor should have the technical skills in the implementation of supervision, the skills such as the ability to apply the techniques of supervision properly. Thus, supervisors should master the right techniques in the implementation of the supervision order to be able to formulate the purposes of supervision. The techniques in the implementation of supervision are divided into two, such as the techniques of individual supervision and group supervision techniques.

According Sagala (2010: 210) there are many techniques used by supervisors in the implementation of supervision that aims to assist teachers in teaching and learning, both cooperatively and individually or face to face, either directly or indirectly, or even through the media of communication, among others:

Individual Supervision

According to Sagala (2010) this technique is implemented by the supervisor personally or individually with the aim of improving the quality of teaching in schools, when there is a problem faced by teachers which are personal or specific and secret. This technique can be implemented by classroom visits, classroom observations, individual meetings, visits between classes and self-judgement.

Classroom Visitation

Classroom visitations are carried out at any time in the classroom by the supervisor (the principal, inspector or supervisor) with the aim to see or observe the implementation of the learning process in order to collect data; the data will be used to carry out follow-up and coaching process effectively. The purpose of classroom visitation is to observe the process of learning in the classroom and help teachers to solve problems faced. Optimizing the way teaching and learning is completed by teachers and assisting them in fostering optimal work profession is a function of class visitation.

Classroom Observation

Observation techniques implemented to follow the course of the visit the classroom during a lesson is conducted by the supervisor actively, and the purpose of the observation techniques is that in the learning process effective data will be obtained regarding aspects of the situation observed, watched and studied in the practices of learning of every educator, finding properties that stand out and excell in each educator, finding the needs of educators in teaching, obtaining materials and supervision programs and providing information to strengthen and foster the integrity of the school.

In practice, there are some aspects that are observed, including; activities and efforts undertaken by teachers and students in the learning process, learning how to use media, mental reactions of the learners, state of media used, social and physical environment of the school both inside and outside the school as well as supporting factors. The supervisors typically use a checklist as an observation tool for collecting data in collecting the necessary information more objectively about the situation in the classroom.

Individual Conference

This technique is implemented by teachers and supervisors through personal conversations on ways to solve the problems faced by an educator. The aim is to increase and develop better learning

and to repair the weaknesses and faults the teacher faced. There are three types of individual meetings, the classroom conference, office conference and casual conference.

Intervisitation

The advantage of this technique is that teachers have the opportunity to observe other colleagues who are teaching, get new experiences both in techniques and teaching methods in the classroom, providing motivation for teaching activities and creating an atmosphere of fairness in an informal discussion about the problems encountered. Visits between classes can be done internally, namely the visit is carried out in the same school, and externally i.e. visits to other schools.

Self-Evaluation

One of the actions or the most difficult duty conducted by the leaders, especially for a teacher, is to carry out an assessment of himself by looking at his own ability in presenting the lesson material. To measure the ability in teaching, we can examine the ability of the learners and also self-assessment is a technique that can help teachers in maximising teaching.

Group Supervision

According to Sahertian (2008) this supervision technique is conducted jointly in order to develop teachers by supervisors with a number of teachers in a group, such as meetings with teachers, study groups of teachers, discussions, workshops and the exchange of experiences between teachers.

Group technique supervision is carried out by the supervisor together with a number of teachers in one group. This grouping is based on problems experienced by teachers so that they are given appropriate supervision service. Some forms of supervision techniques that are used in the group, include teacher meetings, discussions, seminars, workshops, symposiums, and others.

2.13 Perception

Sugihartono et al (2007) stated that perception is the ability of the brain in translating or interpreting a stimulus to the senses. Meanwhile, Slameto (1980) said that perception is a process that is carried out by someone in processing incoming information in himself or information received through the senses of observations. Therefore, perception can be defined as a person's view of information about a subject that seen, heard and felt. Every human being has a perception or a point of view in different viewing or analyzing of a particular object.

Ben Walgito (2004) said that perception is a process conducted by the senses of someone on what his/her experience, by interpreting the stimulus received so that it becomes something which has meaning, and it has interconnected activities within the individual. Perception is a sensory work process to analyze, interpret and evaluate, performed by individuals, to create impression and meaning (Robbins, 1999).

When viewing an object, everyone may have a tendency to view something differently, although which is seen is a similar object. There are several factors that can affect the differences, including knowledge, experience, and perspective. Perception is also associated with a person's perspective on a particular object in a different way by using the senses possessed and then interpreting it. Positive and negative perceptions are like a file that is already stored neatly in our subconscious. By the presence of a stimulus that is triggered, the file will immediately appear and then the existence of an event. Waidi (2006) said that perception is the result of the workings of the brain in understanding and judging all that happens to be around.

Information from experts about perception can be deduced that the definition of a process of perception is a vision of an individual toward an object, involving the establishment of the different responses of each individual, so that individuals are aware of everything in the area through the senses available.

Condition of Perception

According to Sunaryo (2004) the requirements of perception are: (a) the object; (B) the attention (c) their sensory organs to receive stimulus (d) a nerve sensory as a stimulus to the brain that cause a response.

Factors that Affect Perception

According Miftah Toha (2003) there are two factors that influence perception, as follows:

1. The internal factors covering attitudes and personalities, prejudices, expectations, attention, learning, physical, mental disorders, needs and values of interest, and motivation.
2. External factors covering family background, obtained information, knowledge and needs around, intensity, size, contradiction, repetition of motion, new things of an object.

Process of Perception

In this case Miftah Toha (2003) provides an explanation that the process of perception is based on several stages, they are: stimulation, registration and interpretation. The establishment of the perception begins with the stimulus present in an individual from the environment. Then the process of registration, the senses that are owned by someone are influenced by the physical mechanism of sensing, and the requirements, resulting in the symptoms, the visible. The obtained information through senses was registered and stored in mind. Finally, the aspect of cognition which is very important for the process of perception is interpretation. The process of interpretation is the process of giving meaning through a stimulus that is received and depends on motivation and personality.

2.14 Perceptions of Teachers of Supervision

Supervision was implemented in Indonesia around the 1960s (Arikunto, 1998). School principals expect teachers should have high motivation and active roles in the implementation of supervision processes. Thus, principals need to create a conducive atmosphere and joy. According to Alemayehu (2008) the implementation of supervision which was carried out in schools in the 18th century were focused on inspection and control of teachers. According to Fraser (1980), in a study of supervision and teacher satisfaction, the attitude of teachers to supervision influences improving the learning process. Without the awareness of the importance of teachers in improving the supervision of professional teachers and students' progress, then the supervision practices will not bring the desired benefits.

Based on Kindsvatter and Wilen (1981), in practice the implementation of the supervision and observation in substance can cause anxiety and fear in teachers. The same was said by Haileselassie (1997); the implementation of supervision conducted in Ethiopia shows that fear and hatred was felt by teachers when supervised; they assumed the bias of historical supervision towards the evaluation or inspection. Some literature about the perception of supervision stated that teachers felt they got more challenges from experienced teachers. In the career of teaching, challenges and responsibilities are high and difficult to be faced by people who have little or low experience in teaching (Glickman, Gordon & Ross-Gordon, 1998), so that about 30 percent left the profession as a teacher in the first two years of teaching (Casey & Mitchell, 1996). Sergiovanni and Starrat (1998) argued that in filling out the form of evaluation, a teacher who has slight experience assumes that supervision has a low of both benefit and value.

Meanwhile, according to Gunawan (2011), in Indonesia basically teachers do not feel anxious and afraid or hate the implementation of supervision, but they do not like the style of the supervisor. The supervisor is seen as an authoritarian, just looking for the faults of the teacher, and the supervisor considers himself having a more honorable position than a teacher. The negative perceptions that emerged as a result of the implementation of the conventional models of supervision (inspection) were: it caused fear in the teacher, the teacher did not feel free to implement their duties, teachers felt threatened in every meeting with the supervisor, and there was a negative perception of the role of supervisors who were not motivated to develop the capacity of teachers.

2.15 Relationship between Supervision and Teacher Professional Development

Teachers have an essential role in the process of promoting and achieving educational success. It can be said that the teachers are the human resources that determine the success of learning. Teacher education is an element that is very closely associated with learners in their daily educational efforts in schools and is very decisive in achieving the objectives of learners. Therefore, enhancing the professional teachers should be an important concern in improving the quality of education.

Danim (2012: 44) defined teachers as professional educators whose primary task is to educate, teach, guide, direct, train, assess, and evaluate students in formal education. The main tasks of the teacher will work effectively if a teacher has the ability to teach in a professional manner that is reflected in the competencies, proficiency or skill, certain or specific ethical norms.

Despite the fact that the government and society have a role in promoting and improving the quality of education, this burdens teachers into a central role in advancing the quality of education. Therefore, teachers are required to work professionally. To encourage teachers as professionals, the teacher should be assisted in every encounter and when facing problems in the learning process. In supporting teachers to solve their problems, the government has developed instructional supervision.

According to Sergiovanni and Starratt (2007) efforts to assist teachers in developing and improving teachers' knowledge, teaching skills and the ability to make professional decisions is the purpose of supervision. Zepeda (2007) argued that in developing the professional teacher evaluation should be in a close relationship with instructional supervision. That is, through a variety of instructional supervision approaches, so that this can be the link between learning and development professional supervision. Instructional supervision approaches include using clinical supervision, peer evaluation, cognitive coaching, mentoring, and others.

Based on Sergiovanni and Starratt (2007), Nolan and Hoover (2008), instructional supervision is a program implemented in schools that serves for developing, directing, and increasing the capacity

of teachers in the learning process with the aim to assist students in learning. Instructional supervision should be carried out continuously in teacher improvement efforts in accordance with the methods and skills that continue with updates to make the teachers professionals, and more importantly, teacher professional development efforts. (Anderson & Snyder, 1998; Carter, 2001; Zepeda, 2007).

One essential element in the education system is the development teachers' professionalism. A professional teacher should be able in the improvement of teaching methods, classroom management skills, adaption to the needs of students, and be able to build a culture of learning as well. (Wanzare Da Costa, 2000).

Mc Quarried and Wood's (1991) data of supervision is indispensable and it is used in the planning, development and improvement of professional teachers. This instructional supervision program is one of the steps in forming the professionalism of teachers to be teachers. But in practice, until now there are teachers who have not yet realized the importance of supervision. There are still many teachers who consider that the supervision is carried out to look for errors in teachers, so there are also teachers who feel fear when supervised. This assumption should be eliminated, given the purpose of supervision is to help teachers to solve problems encountered in the classroom. Supervision is conducted by the supervisor at the school, the principal or senior teacher.

2.16 Position of School Principal and Superintendent in Implementation of Supervision

According to Rahman (2006), the principal is a teacher (functional offices) appointed to structural positions (principals) in school. Further, according Wahjosumidjo (2010) the principal is a functional staff of teachers who are given the duty to lead a school where there are organized learning processes, or where there is interaction between teachers who advise and students who are instructed.

According to enactment of the Ministry of National Education 2007 number 13 about standards for school, functional staff (teachers) were given the task of heading the school in the process of teaching and learning. In carrying out the duties and roles, principals are required to have ability and good competence.

Tasks and Roles of School Principal

In order to develop and promote the quality of education, the principal should conduct the duties and the roles professionally. According to Mulyana (2004) the tasks and the fundamental role of a principal is divided into seven: principal as an educator, manager, administrator, supervisor, leader, innovator, and as a motivator. Meanwhile, according to Neagley, as cited in Made Pidarta

(1997) the ten tasks of a supervisor include: developing a curriculum, organising teaching, preparing teaching staff, preparing learning facilities, preparing educational materials, organising upgrading-service teacher training, providing consultation and fostering faculty members, coordinating services to the students, developing a relationship with the community, and assessing teaching.

While, according to Asmani (2012) briefly, the tasks or the principal's role as a supervisor are as follows:

1. Making a plan of the annual program which includes: teaching programs, student affairs, finance, and providing the necessary facilities
2. Creating academic programs focusing on the preparation of teachers. This program includes the provision of the needs of teachers, teaching duties, and the provision of various support facilities.
3. Making a program related to the students, including student recruitment, student selection system, the number of students accepted, the providing of a new class
4. Creating a program in the field of personnel, including reception of help teachers, holding a program to support the competency of teachers or school staff, such as training and workshops
5. Planning for the procurement and administration of educational programs, including the granting of salary and proposing additional funding
6. Planning for infrastructure programmes, which includes improvements and additions to school facilities and infrastructure

Implementation of Supervision of the School Principal

Basically supervision is a service provided by the school principal in order to help teachers and employees to be professionals in their duties. The school principal gives guidance, support, monitors and assesses in the implementation and development of education. According to the Minister of National Education Indonesian No.13/2007 on school standards, one of the school principal's duties is to carry out supervision of education to educators that include the planning of supervision programs aimed at improving the professionalism of teachers, using the right approach in the process of supervision, carrying out follow-up results of supervision. Through the regulation of the school principal as an academic supervisor the principal has to master the concepts of academic supervision covering terms of supervision, the purpose and function of supervision, principles of supervision, and the dimensions of academic supervision, and can implement academic supervision in accordance with the expected goals.

Tasks of Superintendent

According to Wiles and Bondi (2007) the principal task of the superintendent is to carry out the evaluation, supervision and guidance to teachers through the functions of supervision, supervision both academic and managerial supervision. Sudjana (2004) stated that there are three principal tasks and functions of a basic superintendent in the implementation of their duties:

1. Conducting the promotion and development of the quality of schools, the performance of the principal, teacher performance and the performance of all school staff
2. Carrying out an evaluation and mentoring in the implementation and development of the school program
3. Conducting an assessment of the process and results of the program implemented collaboratively with school parties.

Meanwhile, Ofsted (2003) suggested that there are six basic tasks of school superintendents: inspecting, advising, monitoring, reporting, coordinating and performing leadership. The main task are of inspecting the supervisor in charge of principal supervising, teacher performance, and the performance of the school staff. The superintendent also monitors the implementation of the curriculum, implementation of learning, the availability and utilization of resources, school management, and the aspects that are concerned such as moral judgment, moral education and cooperation with the community. Then the main tasks in the field of the advising superintendent: the superintendent is entitled to give advice on the school system, effective learning, education of management, and provide advice related to the participation of parents and school committee in education.

Next, in the main task of monitoring, the superintendent is in charge of monitoring the quality standard of education, accepting new students, the student learning process and results of the implementation of tests, teacher meetings and school staff. In addition the supervisor also monitors the relationship of the school with the community, statistical data on school progress and development programs of the school. Then, in the main tasks of reporting, the superintendent reports on the development and results of monitoring to the department of education, to society, and reporting to the school under the jurisdiction. And then, the task of the coordinating superintendent is to coordinate the resources that exist in schools, human resources, material and school finances. Supervisors also coordinate all activities between schools, activities for principals, teachers and other school staff, and coordinate the implementation of the innovation activities of the school.

The last, in the main tasks associated with performing leadership, the superintendent is engaged in the leadership development of quality resources in school under the jurisdiction, development of school innovation, and participation in leading educational managerial activities.

Roles of Superintendent in Implementating Supervision

According to Pandong (2003) a supervisory unit of education is a functional officer who serves as technical executor to carry out supervision of specific schools in order to improve the quality of teaching and guidance to achieve the goal. Position supervisors can be divided into three units based on their level of education, superintendent for the level of early childhood education, primary school level and secondary school level. In one county or city a school superintendent is headed by a coordinator of supervisors in the education unit (Muid, 2003).

In performing its duties, the supervisors play a role in helping the difficulties of teachers in teaching. The supervisor is not a person whose job is to find fault with the teacher. According to Olivia (1984) in the role of supervisor there are four things; (a) as a coordinator, a supervisor role in coordinating the programs that have been created and preparing the materials needed in order to improve the performance of teachers in the learning and making a report on the implementation of the program; (b) as a consultant, the supervisor must be an expert in curriculum, teaching methods, and the development of staff, so that the supervisor can help the teacher individually or in groups; (c) as the leader of the group, the supervisor should have the ability in leadership, understand the dynamics of the group, and create group activities; and (d) as evaluators, supervisors should be able to provide help teachers through the evaluation of learning and the curriculum, and should be able to identify the problems faced by teachers, help conduct research and development of learning.

Similarly, Wiles and Bondi (1986) argued that there are eight competencies required by supervisors in carrying out their role, as developers of people, curriculum developers, instructional specialists, human relations workers, staff developers, administrators, managers of change, and evaluators. Some basic competencies and capabilities must be owned by a supervisor in achieving their role, both substantive competence and competence process. Competence process includes planning, implementation, evaluation and follow-up. While the substantive competence puts more emphasis on understanding and ownership of teachers of the learning objectives, the perception of teachers to students, knowledge of materials, and teacher mastery of the methods of teaching. Glatthorn (1990) added that the competencies required by supervisor are with regard to the nature of teaching, the nature of adult development, and the characteristics of good and effective school. In relation to the nature of learning, there are several variables whose influence must be understood by

the supervisor. First, organisational factors; emphasis on organisational culture and professionals in educational institutions. Second, with regard to the personality of the teacher, the teacher's knowledge, the ability of make planning and decision making, motivation, stages of development and maturity, skills of teachers. Third, related to learning support systems, such as, curriculum, textbooks and exams. Fourth, there are the characters of students in class.

3 METHODOLOGY

3.1 Aims of Study and Research Design

The overall purpose of this research is to investigate perceptions of teacher regarding instructional supervision and its connections with professional development in government secondary school, private secondary school, government madrasah and private madrasah in Lhokseumawe municipality. The main goals of this study are:

1. To investigate how teachers describe instructional supervision in secondary schools and madrasah tsanawiyah in Lhokseumawe
2. To examine the gap between actual and ideal supervisory practice based on teachers' experiences.
3. To examine the connection between actual supervisory practices and teachers' perception of instructional supervision with perceived professional development.

In this study, the researchers employed survey research design to collect the data from a large sample of secondary school teachers and madrasah tsanawiyah in Lhokseumawe. According to Creswell (2003) as cited by Awuah (2011), the researcher can ask questions about people's behavior, beliefs and characteristics in survey research. In addition, the survey also can investigate associated characteristics of the respondent, such as age, social class, education, race and their current attitude or beliefs toward some issue. The survey does not create causal inferences, but it describes the distribution of variables of large groups (Creswell, 2003). Cohen et al (2000) stated that some activities could be involved in survey research such as collecting data to answer meticulous phenomenon, describing the nature of the actual situation, identifying the standard against conditions that can be compared and/or investigating the relationship that may exist between events.

3.2 Description of Study Area

This research was conducted in selected secondary schools and the madrasah tsanawiyah in Lhokseumawe municipality, Aceh, Indonesia. The researchers included madrasah tsanawiyah in this research because they are part of the educational institution and widely found in Aceh. Madrasah Tsanawiyah is an Islamic formal educational institution that is equivalent to secondary school. Unlike secondary school that is under the responsibility of the Ministry of Education and Culture, madrasah

tsanawiyah is under the responsibility of the Ministry of Religion Affairs. The curriculum in madrasah tsanawiyah is similar to the curriculum in secondary schools. The subjects taught at the secondary school are also taught at madrasah, but what make them different is that madrasah tsanawiyah have more regarding Islamic education than secondary schools. According to the data from both of the Department of Education and the Department of Religion Affairs of Lhokseumawe, there are secondary schools and madrasah tsanawiyah in Lhokseumawe municipality.

Both secondary school and madrasah tsanawiyah have teachers' supervision programmes. There are two approaches of teacher supervision applied, those are the external supervision and school-based (internal) supervision. External school supervision is carried out by an external supervisor from the educational administration bureau while school-based (internal) supervision is carried out by school principals, vice principals, department heads, senior teachers and teachers assigned by the school principal. According to the provisions of teacher' supervision, teachers must be supervised once in a semester.

3.3 Population, Sample and Sampling Technique

The population in this research is all secondary teachers and madrasah tsanawiyah in Lhokseumawe. There were 1200 teachers in this research. The sample size was determined by using Krecjie's table with margin error of 5%. The results of the table revealed that there were 291 respondents required for this research. In order to maximize response rate, the researcher distributed 400 questionnaires in this research, but only 256 questionnaires were retrieved. It means that the response rate was around 64 percent. The amount of respondents fulfilled the criteria of minimum sample in using statistical methods as an analysis tool. All teachers who submitted the questionnaires become samples of this research. So, the sample of this research is 256 secondary teachers. The researchers used multistage sampling to select the sample for this research. Three stages were applied to select the sample. Firstly it was based on school type (secondary school and madrasah tsanawiyah). Secondly, the sample was selected based on school status (government school/madrasah and private school/madrasah). Finally, the researchers applied sensus method to distribute a questionnaire for selected school/madrasah. The researchers went to the educational administration bureau of Lhokseumawe municipality to get research permission for gathering data in the selected secondary schools in Lhokseumawe. The research permit is very important for the researchers because it is a compulsory procedure of administration to visit and collect data in schools. Then, the researchers asked for a research permit from the Department of Religious Affairs to visit and take data in madrasah (Islamic school). After getting permit letters, the researchers visited several madrasah

tsanawiyah to meet the school principal to take data in their school. The sample is not proportional for each type of school because there are much more government schools rather than private schools in Lhokseumawe municipality. Similarly, government secondary school (48.44%), private secondary school (14.45%), government madrasah tsanawiyah (16.41%), and private madrasah tsanawiyah (20.70%) were not represented equally. In addition, based on gender, there are more female teachers than male teachers as participants of this research. It is a general trend in the current school.

3.4 *Place and Time of Research*

This research was conducted in Lhokseumawe municipality. There were nine schools that were involved in this research: 3 government secondary schools, 3 private secondary schools, 3 madrasah (Islamic schools). The research was conducted from August to October 2016.

3.5 *Instruments*

Survey design was employed in this study because it searches the opinions and views of the respondents about what they think, conceptualize, behave, experience, regarding instructional supervision in their school. In this research, the researchers used closed-ended questionnaires. According to Ary et al (2006) respondents can answer closed-ended questionnaires easily and quickly. So, questionnaires were appropriate instruments to use to collect the relevant and needed information from the large number of respondents relatively fast in this research. In addition, numerous variables can be measured by using a single instrument and it permits numerous uses of the data set of statistical manipulation during analysis of data (DePoy & Gitlin: 1998, cited by Awuah: 2011).

Two questionnaires were used in this research. The first questionnaire is adopted from the research of *Peter Baffour-Awuah (2011)*. The questionnaire consists of 24 four items Likert-scale questions about how respondents experienced instructional supervision in school (reality) and how respondents viewed the preferred instructional supervision (ideal). Each item of questionnaires was placed in the middle of the questionnaire sheet while on the left and right side of each items were placed the responses for actual (reality) and ideal for certain supervision practice respectively (see appendix). For actual supervisory practice, the respondent was asked to give their response by a tick with options (never, rarely, sometimes, and always) to indicate the frequency of certain practices exhibited by supervisors. For ideal supervisory practice, the respondents were asked to give their

response by a tick with options (strongly disagree, agree, disagree and strongly disagree) to indicate their level of agreement with each of listed practices.

The second questionnaire was adapted from research of Benyamin Kutsyuruba (2003). There are 38 questions in the first questionnaire which is divided into 4 sections. However, not all items from this questionnaire were used in this research. Except section two, the questions in the rest section were used in this research. The first section consisted of general information of 15 questions that describe teacher demographics, satisfaction of supervision, contextual data. But, only 7 items in this were used for this research. In the section three, consisting of 11 statements, the respondents were asked about their attitude toward supervision. In the section four, consisting of 5 statements, the respondents were asked about their view of the connection between instructional supervision with professional development. As explained above, except the first section, each item (questions) of the rest of the sections employed five response Likert-scale questions and the respondents were asked to choose one of the options for each item as an indicator of their level of agreement (see appendix).

3.6 Validity and Reliability of the Instrument

As the researchers had mentioned before that there were two questionnaires adopted from other researchers. The first questionnaire was designed by Benyamin Kutsyuruba (2003), a researcher from university of Saskatchewan, Canada, while the second questionnaire was designed by Peter Baffour-Awuah (2011), a researcher from Murdoch University, Australia. In order to validate these adopted questionnaires in order to be used for collecting data and also for evaluating clarity and reliability of each item, these questionnaires were piloted with involved teachers of Sukma Bangsa Lhokseumawe. The researchers explained each item to the piloting teachers to ensure that they understood and gave the appropriate responses in this piloting. They were asked to give any comments, suggestions and corrections based on their understanding for improvement of these questionnaires. Based on the feedback, the researchers made final questionnaires.

3.7 Procedure of Data Collection

Before visiting the sample school to collect data, the researchers needed to have a permit for research. It is a compulsory administrative procedure to get access to schools. Since the researchers collected data from both secondary schools and madrasah tsanawiyah, thus the researchers needed research permits issued by the Educational Administration Bureau and the Department of Religious Affairs respectively. Soon after getting the research permit, the researchers visited the sample school

to meet school principals to collect data for this study. After meeting and having agreed with school principals in the first visit, the principals assigned their vice of the curriculum to help the researchers during the process of collecting data in schools. The researchers explained and clarified each item of the questionnaires to the vice principals until they understood. Next, the researchers distributed and collected questionnaires in sample schools via the vice principals of curriculum.

Since ethics are very important in conducting research, it is needed to be considered seriously and carefully. Every single questionnaire was attached to an information letter which stated the aims of study and protection of the respondents' confidentiality. No information would be addressed to the individual person. The researchers guaranteed that this study only be used for the sake of education and would not affect the career of respondents. Thus, the researchers ensured the participants would be safe and the researcher took full responsibility for any harm in this research.

3.8 Statistical Methods

The researchers analyzed the data from the two mains questionnaires separately. The data were analyzed by using both descriptive and inferential statistics. The collected data were coded, categorized and analyzed by using SPSS version 23. In the first questionnaire, the researchers used frequency, percentage, graph, Spearmann' chi-square, t-test, and one-way Anova to analyse the data from the second questionnaire. The response of respondents was analyzed separately between actual supervision (on the left of the item) and ideal supervision (on the right of the item). Gap analysis was used to examine the gap of teachers' perception of actual and ideal based on respondent demographic characteristics. Chi-square was used to determine whether the teachers' responses were significantly different or likely due to error. Independent sample t-test and one-way Anova were used to analyze the differences of each category for both actual supervision and ideal supervision. The researchers summarised data analysis of the whole item and presented this as part of the findings.

The data of the section one from the first questionnaire which included demographics of respondents such as gender, teaching experience, type of school, was described by using frequency, percentage and graph. The frequency, percentage and graph were also used to describe other items such as how often teachers were being supervised and evaluated in a year, how often teachers should be supervised and evaluated. Next, the data of each item of three and four were described by frequency and percentage as well. Independent sample t-test and two-way Anova were used to analyze the differences of each category like gender, teaching experiences, type of school in each item of sections. Correlation test was used to examine the connection of teachers' satisfaction and attitude toward supervision, teachers' perception about actual and ideal of supervision approaches

and practice with perceived professional development. Regression test was used to see whether teachers' attitudes toward supervision, teachers' perception about actual of supervision practice significantly contribute toward professional development.

4 DATA ANALYSIS AND RESULTS

4.1 Respondent Demographics

The demographic information was based on selected variables which included school type, gender and years of teaching experience. This information is detailed in the table below.

Table 4.1 Respondents according to type of school, gender and teaching experience

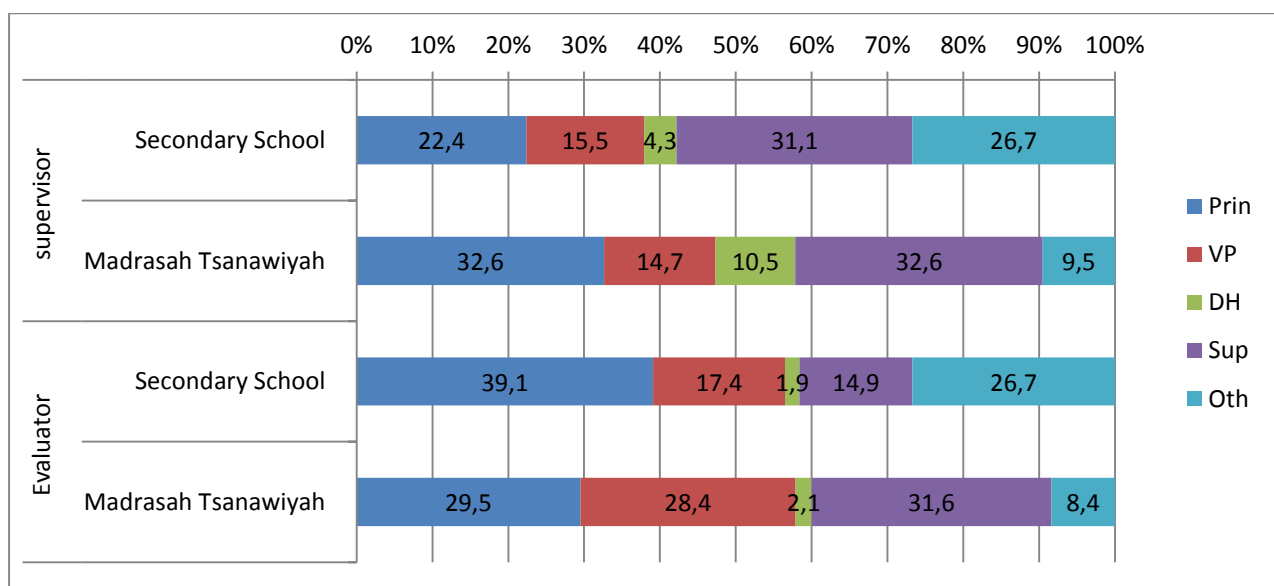
Variable	Level	Public School Teacher		Private School Teacher	
		N	%	N	%
	Secondary school	124	48,44	37	14,45
	Madrasah Tsanawiyah	42	16,41	53	20,70
Gender	Male	15	5,86	46	17,97
	Female	151	58,98	44	17,19
Teaching experience	1-2 years	11	4,30	12	4,69
	3-5 years	22	8,59	14	5,47
	6-10 years	25	9,77	19	7,42
	>10 years	108	42,19	45	17,58

Four hundred questionnaires were distributed to potential respondents. However, 256 respondents (64%) returned their questionnaires. The table showed that each of the respondents' characteristics was not represented equally. The table shows that in term of genders, the majority of respondents are female (76.17%) whereas males are a minority (23.83%). In terms of type of school, respondents are divided into Secondary School and Madrasah Tsanawiyah (MTs). The respondents of secondary school consisted of 124 teachers (48.44%) from public secondary schools and 37 teachers (14.45%) from private secondary schools, whereas the respondents of Madrasah Tsanawiyah consisted of 42 teachers (16.41%) from government Madrasah Tsanawiyah and 53 teachers (20.70%) from private Madrasah Tsanawiyah. The majority of the respondents were from a government

secondary school (48.44%). Furthermore, based on teaching experiences, the researchers divided respondents into four categories, those are 1-2 years, 3-5 years, 6-10 years and more than 10 years. The table shows that the majority of respondent had taught more than 10 years (59.77%). In a subsequent analysis, the researchers divided teaching experience of respondents into beginner teachers (1-2 years of teaching experiences) and experienced teachers (more than 2 years of teaching experiences).

4.2 Experiences with Supervision and Evaluation

Instructional supervision and evaluation of teachers are tasks of the principal and superintendent. However, the principal can assign other individuals in the school to help him/her to conduct instructional supervision and evaluation of teachers. Therefore, in addition to the principal and superintendent, another individual can conduct instructional supervision and evaluation if given the mandate by the principal.

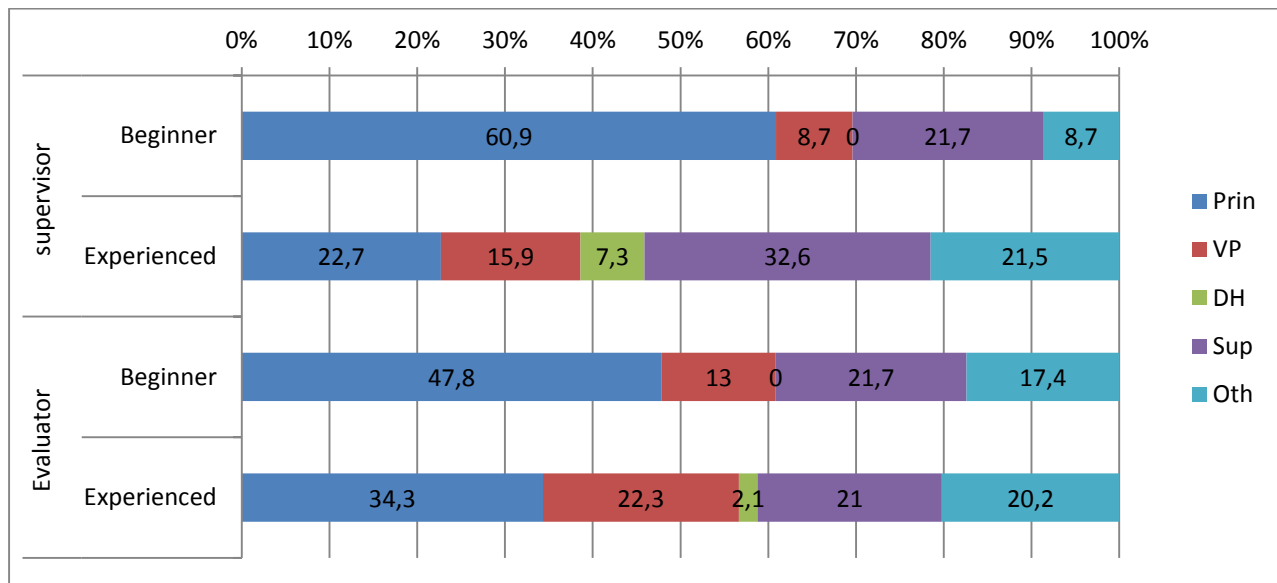


*Prin = principal; VP= vice principal, DH= departemen head, Sup= Superintendent, Oth= others

Figure 4.1. Individuals most frequently identified as supervisor and evaluator based on school type

Figure 4.1 above shows the frequency of individuals identified as a supervisor and evaluator. The result showed that the majority of secondary school teachers (31.10%) were supervised by the superintendent while the majority teachers of madrasah tsanawiyah were equally supervised by the principal (32.60%) and superintendent (32.60%). It also revealed that principals and others were actively involved in instructional supervision of secondary school teachers with percentages (22.40%) and (26.70%) respectively. On the other hand, instructional supervision of Madrasah Tsanawiyah (Mts) teachers was highly dominated by superintendents and principals. Next to instructional

supervision, secondary school teachers responded that they were frequently evaluated by principals and others with percentages (39.10%) and (26.70%) respectively. It means that evaluated secondary school' teachers were less frequently evaluated by superintendents (only 14.90%). On the other hand, the majority of Madrasah Tsanawiyah (Mts) teachers (31.60%) responded that they were evaluated by superintendents. However, principals and vice principals came to the second and the third with a slightly different margin as those who frequently evaluated madrasah tsanawiyah teachers with percentages (29.50%) and (28.40%).



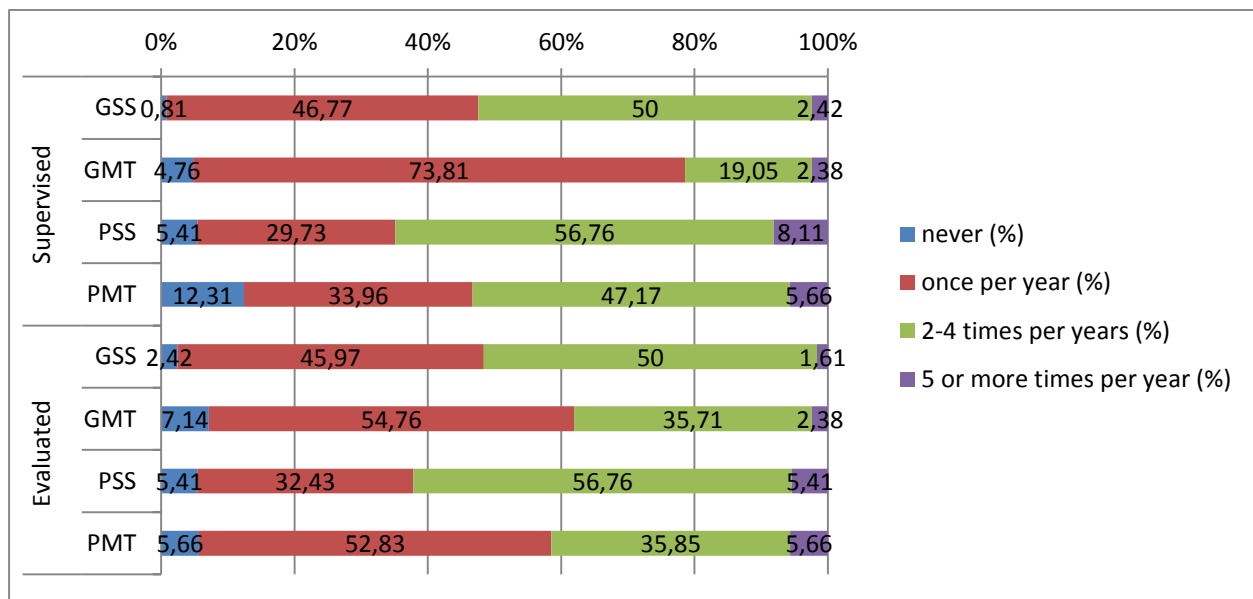
*Prin = principal; VP= vice principal, DH= departemen head, Sup= Superintendent, Oth= others

Figure 4.2 individuals most frequently identified as supervisor and evaluator based on teaching experience

Based on teaching experiences, the figure revealed that beginning teachers dominantly were supervised and evaluated by school principal with percentages (60.90%) and (47.80%) respectively. This finding showed that principals provided induction program to beginning teachers. Beginning teachers need to be supported to faced challenges and difficulties in the early years of their work. Therefore, providing an induction phase is important to support beginner teachers in the transition to the new profession or new school. The Australian Institute for Learning and Teaching (2004) stated that beginner teachers need to understand the culture and ethos of their school, their professional obligations and be supported to develop their teaching practice and integrate into their school's professional learning communities. Assisting teachers at the beginning of their careers helps build teaching excellence and improve student outcomes, improves teacher wellbeing and resilience and retains teachers in the profession.

Superintendents are in the second place as supervisors and evaluators of beginning teachers with percentages (21.70%). This finding shows that other individuals are less actively involved in

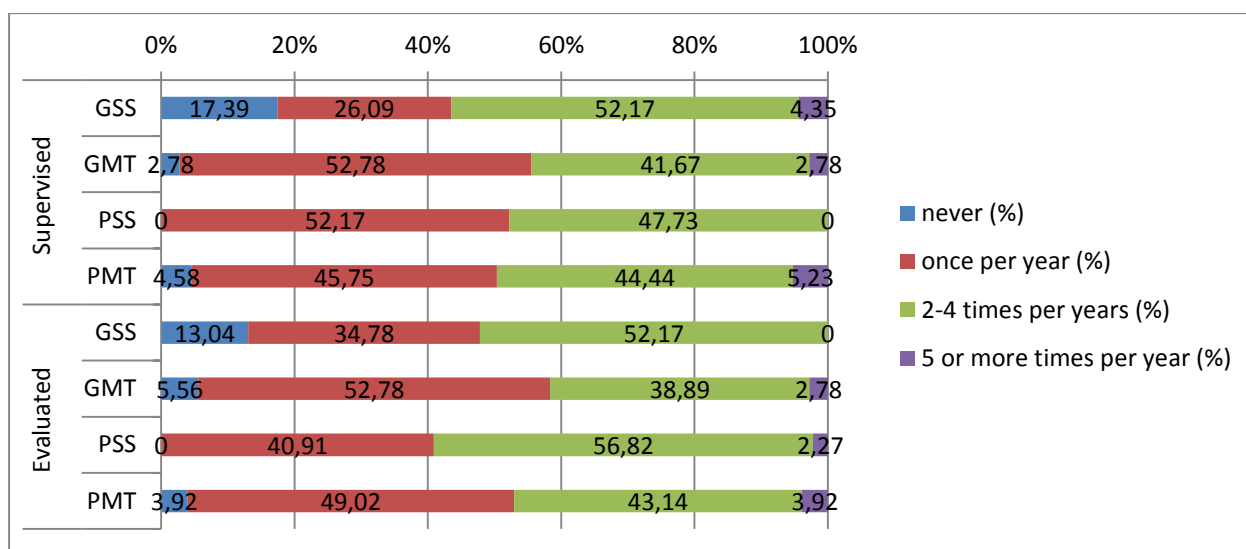
supervising and evaluating beginning teachers. This condition is different with experienced teachers. A variety of individuals are actively involved in instructional supervision and evaluation of experienced teachers. The table shows that majority of experienced teachers were supervised by superintendents (32.60%). However, principal and others also actively conducted instructional supervision for experienced teachers with percentages (22.70%) and (21.50%). Next to supervision, evaluation of experienced teachers was most frequently conducted by principals. However, vice principals, the superintendent and others were also actively involved in evaluating experienced teachers with percentages (22.30%), (21.0%) and (20.20%) respectively.



*GSS: Government Secondary School; GMT: Government Madrasah Tsanawiyah; PSS: Private Secondary School; PMT: Private Madrasah Tsanawiyah.

Figure 4.3 teachers' response of frequency of being supervised and evaluated a year based on school type

The results in figure 4.3 show that the majority of the respondents from public madrasah tsanawiyah (73.81) responded that they were supervised once a year. However, the majority in public secondary schools, private madrasah tsanawiyah and private secondary schools responded that they were supervised 2-4 times a year with percentages of 50%, 47.17%, and 56.76% respectively. These results showed that teachers of public Madrasah Tsanawiyah (Mts) were less frequently being supervised while teachers of private secondary school were more frequently being supervised. Next to supervision, the frequency of evaluation was measured as well. The figure also showed that majority of respondents of public madrasah tsanawiyah (54.76%) and private madrasah tsanawiyah (52.83%) responded that they were evaluated once a year, whereas the majority in public secondary schools (50%) and private secondary schools (56.76) responded that they were evaluated 2-4 times a year. That means secondary school (both private and public) was evaluated more frequently than madrasah tsanawiyah (both public and private).



*GSS: Government Secondary School; GMT: Government Madrasah Tsanawiyah; PSS: Private Secondary School; PMT: Private Madrasah Tsanawiyah.

Figure 4.4 teachers' response on the frequency of being supervised and evaluated based on teaching experience

In terms of teaching experience, 52.17% beginners teachers responded that they were supervised 2-4 times a year, while the majority of experienced teachers (50%) stated that they were supervised once a year. Next to supervision, 52.12% of beginners teachers were evaluated 2-4 times a year, while 48% of experienced teachers responded that they were evaluated once a year. This result showed that beginners teachers were both supervised and evaluated more frequently than experienced teachers.

In order to see statistically significant differences in the perception of instructional supervisory practice based on school type, two way anova test was conducted. The result of the test is given in table below.

Table 4.2. Anova of teachers' perception regarding instructional supervisory practice according to school status and school type.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2127,994 ^a	3	709.331	8.126	.000	.088
Intercept	977705.587	1	977705.587	11200.636	.000	.978
Type	12.244	1	12.244	.140	.708	.001
Status	1970.166	1	1970.166	22.570	.000	.082
Type * Status	172.551	1	172.551	1.977	.161	.008
Corrected Total	24125.121	255				

a. R Squared = ,088 (Adjusted R Squared = ,077)

The results in table 4.2 show that statistical significant difference was found in school status (government school/madrasah and private school/madrasah). It means that there was a significant difference between government secondary schools and private secondary schools. Teachers in government secondary schools more often experienced instructional supervision practice ($M = 70.87$, $SD = 7.22$) than teachers in private secondary schools ($M = 66.51$, $SD = 12.04$). Similarly, there is a statistically significant difference between government madrasah tsanawiyah and private madrasah tsanawiyah. Teachers of government madrasah tsanawiyah more often experienced instructional supervisory practice ($M = 73.19$, $SD = 9.87$) than teachers of private madrasah tsanawiyah ($M = 65.17$, $SD = 11.06$). No statistically significant difference was found in the perception of how often teachers experienced instructional supervisory practice based on type of school (secondary school and madrasah tsanawiyah) and combination of school status and school type.

4.3 *Gap Analysis of Actual and Ideal Frequency of Instructional Supervisory Practice*

This section uncovered the perception of teachers regarding how they experienced instructional supervision and ideal supervisory practice as perceived by teachers at their school. Gap analysis was used to describe gathered data. There were 24 4-Likert scale questions about what the supervisor did in conducting instructional supervision toward teachers at school. Responses of the participants to those questions were grouped into six sub-themes and findings of each item are presented in the group as well.

Traditional Supervision Practice

This sub-theme consisted of 3 items as follows: 1) the supervisor suggests how teachers should teach, 2) the supervisor affects instructional practices of teachers by using control 3) the supervisor conducts inspection to find errors in teachers' instructional practices. The participants' responses are shown in the table below.

Table 4.3 Teachers' responses to traditional supervision practice.

items	response	Actual		Ideal	
		N	%	N	%
suggesting how to teach	Never/strongly disagree	18	7	0	0
	Seldom/disagree	43	16,8	9	3,5
	Sometimes/agree	155	60,5	172	67,2
	Always/strongly agree	40	15,6	75	29,3

using control	Never/strongly disagree	14	5,5	1	0,4
	Seldom/disagree	35	13,7	17	6,6
	Sometimes/agree	148	57,8	182	71,1
	Always/strongly agree	59	23	56	21,9
inspecting for error	Never/strongly disagree	140	54,7	54	21,1
	Seldom/disagree	47	18,4	134	52,3
	Sometimes/agree	52	20,3	38	14,8
	Always/strongly agree	17	6,6	30	11,7

The results in the table above show that 76.1% respondents had the experience that their supervisors sometimes and always suggested to them how to teach during supervision. A majority (60,5%) of the respondents reported that their supervisor provided such suggestions, while a plurality of the respondents claimed that they always received such suggestions during instructional supervision. In terms of ideal perception, the results also show that 96.5% respondents agreed and strongly agreed that their supervisor provided them with suggestions of how to teach during instructional supervision. A majority of respondents (67.2%) agreed that their supervisor provided such suggestions and a plurality of respondents (29.3%) strongly agreed that their supervisor always gave them such suggestions. On the question of supervisors affecting teachers' instruction by using control, 80.8% respondents claimed that their supervisor sometimes and always used control to affect the instructional practice of teachers. Majority (57.8%) of the respondents claimed that their supervisor sometimes used control to affect teachers' instruction, while a plurality (23%) of respondents stated they always had that experience during instructional supervision. In terms of ideal perception, 93% of the respondents agreed and strongly agreed their supervisor used control to affect the instructional practice of teachers. Majority (71.1%) of respondents expected their supervisor to use control to affect teachers' instructional practice, while a plurality (21.9%) of the respondents expected to have such an experience.

Table 4.4 Mean of dimension of traditional supervision practice

Item	Average score		Gap
	Actual	expected	
Suggesting to teach	2.85	3.26	-0.41
Using control	2.98	3.14	-0.16
Inspecting for errors	1.79	2.17	-0.38
	2.54	2.86	-0.32

The results of table 4.4 show that all gaps in each indicator have negative value. It means that actual value is smaller than expected value, which potentially leads to a sense of dissatisfaction for teachers. The indicator which has the highest gap is suggesting to teach while teaching control is the smallest one. The average gap in this dimension is -0.31667.

Assistance and Support in Supervision

This sub-theme consisted of 5 items: 1) supervisor helps teachers to solve problems in their instructional practices, 2) supervisor avail themselves to offer advice and instructional support to teachers, 3) supervisor offers useful suggestions to improve teachers' instructional practice, 4) supervisor ensures that teachers have adequate teaching material 5) supervisor provides teachers professional literature. Participants' responses are shown in the table below.

Table 4.5 Teachers's responses on assistance and support in supervision

items	response	actual		ideal	
		N	%	N	%
helping to solve problems	Never/strongly disagree	5	2	1	0,4
	Seldom/disagree	57	22,3	2	0,8
	Sometimes/agree	106	41,4	128	50
	Always/strongly agree	88	34,4	125	48,8
Availing self for advice	Never/strongly disagree	1	0,4	3	1,2
	Seldom/disagree	30	11,7	0	0
	Sometimes/agree	81	31,6	164	64,1
	Always/strongly agree	144	56,3	89	34,8
Offering useful suggestions	Never/strongly disagree	3	1,2	0	0
	Seldom/disagree	52	20,3	4	1,6
	Sometimes/agree	85	33,2	141	55,1
	Always/strongly agree	116	45,3	111	43,4
Teaching material	Never/strongly disagree	16	6,3	0	0
	Seldom/disagree	27	10,5	4	1,6
	Sometimes/agree	117	45,7	185	72,3
	Always/strongly agree	96	37,5	67	26,2
Articles on research	Never/strongly disagree	61	23,8	1	0,4
	Seldom/disagree	63	24,6	8	3,1
	Sometimes/agree	101	39,5	196	76,6
	Always/strongly agree	31	12,1	51	19,9

The results of the table above show that 75.8% respondents had an experience that their supervisors sometimes and always helped teachers to solve problems in their instructional practices.

A majority (41.4%) of the respondents reported that their supervisor provided such a help while a plurality (34.4%) of the respondents claimed that they always received help during instructional supervision. In terms of ideal perception, the result also show that 98.8% respondents indicated that they agreed and strongly agreed with the idea that their supervisor helped them to solve problems of instructional practice. A majority of respondents (50%) agreed their supervisor provided such help and a plurality of respondents (48.8%) strongly agreed that their supervisor always gave them such help. The results of the table also show that 87.9% respondents claimed that their supervisor sometimes and always availed themselves to offer instructional support for teachers. A majority (56.3%) of the respondents claimed that their supervisor always availed themselves to support teachers' instruction while a plurality (31.6%) of respondents stated they sometimes had that experience during instructional supervision. In terms of ideal perception, 98.9% of the respondents indicated that they agreed and strongly agreed that their supervisor availed themselves to support instructional practice of teachers. A majority (64.1%) of respondents agreed that their supervisor availed themselves to assist teachers' instruction practice while a plurality (34.1%) of the respondents strongly agreed the supervisor provided such help. On the question of offering useful suggestions, the result of the table above shows that 78.5% respondents had an experience that their supervisor sometimes and always offered them useful suggestions during supervision. A majority (45.3%) of the respondents reported that their supervisor provided such suggestions, while a plurality of the respondents claimed that they always received such suggestions during instructional supervision. In ideal perception, the results also show that 98.5% respondents indicated that they agreed and strongly agreed that their supervisor provided them useful suggestions during instructional supervision. A majority of respondents (55.1%) agreed their supervisor provided such suggestions and a plurality of respondents (43.4%) strongly agreed their supervisor gave them such suggestions. When respondents were asked the question about how often the supervisor ensured teachers had adequate teaching material, 83.2% of the respondents claimed that their supervisor sometimes and always ensured them to have adequate teaching material. A majority (45.7%) of the respondents claimed that their supervisor sometimes ensured them to have adequate teaching material while a plurality (37.5%) of respondents stated they always had such support during instructional supervision. In ideal perception, 98.5% of the respondents indicated that they agreed and strongly agreed that the supervisor ensured them to have adequate teaching material. Majority (72.3%) of respondents agreed their supervisor sometimes ensured them to have adequate teaching material while a plurality (26.2%) of the respondents strongly agreed to such assistance. On the issue of supervisor providing articles of research, the results of the table above showed that 64.1% respondents experienced their supervisors seldom and sometimes provided teaching articles of research. A majority (39.5%) of the respondents reported that their supervisor provided that such

support while a plurality of the respondents claimed that they seldom received such support during instructional supervision. In ideal perception, the results also show that 96.5% respondents indicated that they agreed and strongly agreed the supervisor provided them articles of research. A majority of respondents (76.6%) agreed their supervisor provided such support and a plurality of respondents (19.9%) strongly agreed their supervisor gave them such support.

Table 4.6 Mean of dimension of assistance and support in supervision

Items	Average score		Gap
	Actual	Ideal	
Helping to solve problems	3.08	3.47	-0.39
Availing self for advice	3.44	3.32	0.11
Offering useful suggestions	3.23	3.42	-0.19
Teaching materials	3.14	3.25	-0.1
Articles on research	2.4	3.16	-0.76
	2.92	3.27	-0.35

The results of table 4.6 show that all gaps in each indicator have negative value. It means that actual value is smaller than expected value which potentially lead to sense of unsatisfaction for teachers. The indicator which has the highest gap is articles on research while teaching material is the smallest one. The average gap in this dimension is -0.35

Responsibility in Supervision

This sub-theme consisted of 5 items: 1) supervisor evaluates classroom teaching practices of teachers, 2) supervisor assesses content knowledge of teachers, 3) supervisor makes sure that teachers use instructional time effectively 4) supervisor conducts classroom informal visit, 5) supervisor formally observes teaching-learning process. Participants' responses are shown in the table below.

Table 4.7 Teachers' responses on responsibility in supervision

items	response	actual		ideal	
		N	%	N	%
evaluating teachers	Never/strongly disagree	14	5,5	0	0
	Seldom/disagree	22	8,6	8	3,1
	Sometimes/agree	171	66,8	206	80,5
	Always/strongly agree	49	19,1	42	16,4
assess contain knowledge	Never/strongly disagree	14	5,5	0	0
	Seldom/disagree	38	14,8	22	8,6
	Sometimes/agree	155	60,5	189	73,8
	Always/strongly agree	49	19,1	45	17,6
instructional time	Never/strongly disagree	13	5,1	0	0
	Seldom/disagree	22	8,6	3	1,2
	Sometimes/agree	115	44,9	159	62,1
	Always/strongly agree	106	41,4	94	36,7
informal visit	Never/strongly disagree	19	7,4	10	3,9
	Seldom/disagree	49	19,1	33	12,9
	Sometimes/agree	165	64,5	176	68,8
	Always/strongly agree	23	9	37	14,5
formal lesson observation	Never/strongly disagree	9	3,5	0	0
	Seldom/disagree	61	23,8	18	7
	Sometimes/agree	145	56,6	202	78,9
	Always/strongly agree	41	16	36	14,1

The results of the table above show that 85.9% respondents had an experience that their supervisors evaluated their instructional practices. A majority (66.8%) of the respondents reported that their supervisor sometimes evaluated instruction of teachers while a plurality (19.1%) of the respondents claimed that they had such experience during instructional supervision. In terms of ideal perception, the results also show that 96.9% respondents agreed and strongly agreed their supervisor helped them to evaluate instructional practice. Majority of respondents (80.5%) agreed their supervisor evaluated their instructional practice while a plurality (16.4%) of respondent strongly agreed such experience. The results of the table also show that 79.6% respondents claimed that their supervisor sometimes and always conducted assessment on teachers content knowledge. A majority (60.5%) of the respondents claimed that their supervisor assessed content knowledge while plurality (19.1%) of respondent stated they sometimes had that experienced during instructional supervision. In terms of ideal perception, 91.4% of the respondents indicated that they agreed and strongly agreed their supervisor conducted assessment on contain knowledge. A majority (73.8%) of respondents agreed their supervisor assessed contain knowledge while a plurality (17.6%) of the respondents strongly agreed their supervisor always conducted such assessment. On the question about the

supervisor ensuring teachers to use instructional time effectively, the results of the table above show that 86.3% respondents experienced their supervisors sometimes and always ensured them to use instructional time effectively. A majority (44.9%) of the respondents reported that their supervisor ensured them to use instructional time effectively while a plurality (41.4) of the respondents claimed that they always received such treatment. On the other hand, the results also show that 98.8% respondents expected their supervisor sometimes and always ensured them to use instructional time effectively. A majority of respondents (62.1%) expected their supervisor sometimes provided such treatment and a plurality of respondents (36.7%) expected that their supervisor always gave them such treatment. When respondents were asked the question about how often their supervisor conducted an informal visit, 64.5% of the respondents claimed that their supervisor sometimes conducted an informal visit. On the other hand, a majority (68.8%) of the respondents agreed and strongly agreed their supervisor conducted an informal visit. On the issue of the supervisor formally observing the teaching-learning process, the result of the table above showed that 80.4% respondents experienced that their supervisor seldom and sometimes formally observed teaching-learning process. A majority (56.6%) of the respondents reported that their supervisor sometimes conducted observations on the teaching learning process while a plurality (23.8%) of respondents claimed that they seldom had such experience during instructional supervision. In terms of ideal perception, the result also showed that 93% of respondents indicated that they agreed and strongly agreed that their supervisor conducted formal observation on the teaching-learning process. A majority of respondents (78.9%) agreed their supervisor sometimes conducted formal observation and a plurality of respondents (14.1%) strongly agreed that their supervisor conducted formal observation.

Table 4.8 Mean of dimension of responsibility in supervision

Items	Average score		Gap
	Actual	Ideal	
Evaluating teachers	2.99	3.13	-0.14
Assessing content knowledge	2.93	3.09	-0.16
Instructional Time	3.23	3.36	-0.13
Informal visits	2.75	2.94	-0.19
Formal lesson observation	2.85	3.07	-0.22
	2.94	3.12	-0.18

The results of table 4.8 show that all gaps in each indicator have negative values. It means that actual value is smaller than expected value which potentially leads to a sense of unsatisfaction for teachers. Formal lesson observation is the indicator which has the highest gap while instructional time is the smallest one. The average gap in this dimension is -0.18.

Leadership in Supervision

This sub-theme consist of 3 items: 1) supervisor praises teachers for specific behavior 2) supervisor builds trusted and open relationship with teachers, 3) supervisor shows a sense of care and respect to teachers. Participants' responses are shown in the table below.

Table 4.9 Teachers' responses on leadership in supervision

Items	Response	Actual		Ideal	
		N	%	N	%
Praising teachers	Never/strongly disagree	27	10,5	6	2,3
	Seldom/disagree	54	21,1	10	3,9
	Sometimes/agree	133	52	156	60,9
	Always/strongly agree	42	16,4	84	32,8
Relationship with teachers	Never/strongly disagree	2	0,8	0	0
	Seldom/disagree	30	11,7	3	1,2
	Sometimes/agree	105	41	133	52
	Always/strongly agree	119	46,5	120	46,9
Care and respect	Never/strongly disagree	6	2,3	1	0,4
	Seldom/disagree	41	16	1	0,4
	Sometimes/agree	69	27	129	50,4
	Always/strongly agree	140	54,7	125	48,8

The results of the table above show that 68.4% of respondents had an experience that their supervisors sometimes and always praised them for specific behavior during instructional supervision. A majority (52%) of the respondents reported that their supervisor provided such appreciation while a plurality of the respondents claimed that they seldom received such experience during instructional supervision. In terms of ideal perception, the results also show that 93,7% of respondents expected their supervisor sometimes and always appreciated them for specific behavior during instructional supervision. A majority of respondents (60.9%) expected their supervisor to sometimes provide such appreciation and plurality of respondents (32.8%) expect that their supervisor always gave them such appreciation. On the question of supervisor building open and trusted relationships with teachers,

87.5% of respondents claimed that their supervisor sometimes built open and trusted relationships with teachers. A majority (46.5%) of the respondents claimed that their supervisor always built trusted and open relationships with teachers while a plurality (41%) of respondents stated they always had that experience during instructional supervision. On the other hand, 98.9% of the respondents indicated that they agreed their supervisor built open and trusted relationships with teachers. A majority (52%) of respondents expected their supervisor built this kind relationship while 46.9% respondents strongly agreed their supervisor brought this experience. On the question of supervisor showing a sense of care and respect to teachers, the results of the table above show that 81.7% of respondents reported that their supervisors sometimes and always showed those behaviours during supervision. A majority (54.7%) of the respondents reported that their supervisor always showed a sense of respect and care to teachers while a plurality of respondents stated that their supervisor sometimes showed this behavior. In terms of ideal perception, 99.2% of respondents indicated that they agreed and strongly agreed their supervisor showed those behavior to teachers.

Table 4.10 Mean of dimension of leadership skills in supervision

Item	Average score		Gap
	Actual	Ideal	
Praising teachers	2.74	3.24	-0.5
Relationships with teacher	3.33	3.46	-0.13
Caring and respect	3.34	3.48	-0.14
	3.14	3.40	-0.26

The results of table 4.10 show that all gaps in each indicator have negative values. It means that actual value is smaller than expected value which potentially leads to sense of unsatisfaction for teachers. Praising teachers is the indicator which has the highest gap while relationship with teachers is the smallest one. The average gap in this dimension is -0.26.

Professional Development in Supervision

This sub-theme consists of 4 items as follows: 1) supervisor demonstrates teaching technique to the teachers, 2) supervisor gives objective feedback for teacher classroom observation, 3) supervisor provides teachers in-service workshops to develop their competence, 4) supervisor ensures implementation of action research at school. Participants' responses are shown in the table below.

Table 4.11 Teachers' Responses on Professional development in supervision.

items	response	actual		ideal	
		N	%	N	%
Demonstrating teaching	Never/strongly disagree	70	27,3	2	0,8
	Seldom/disagree	74	28,9	47	18,5
	Sometimes/agree	92	35,9	123	48
	Always/strongly agree	20	7,9	84	32,9
objective feedback	Never/strongly disagree	9	3,5	0	0
	Seldom/disagree	81	31,6	20	7,8
	Sometimes/agree	125	48,8	172	67,2
	Always/strongly agree	41	16	64	25
in-service workshop	Never/strongly disagree	9	3,5	1	0,4
	Seldom/disagree	75	29,3	20	7,8
	Sometimes/agree	114	44,5	119	46,5
	Always/strongly agree	58	22,7	116	45,3
action research	Never/strongly disagree	16	6,3	0	0
	Seldom/disagree	108	42,2	42	16,4
	Sometimes/agree	99	38,7	171	66,8
	Always/strongly agree	33	12,9	43	16,8

The results of the table above show that 80.4% of respondents had an experience that their supervisors sometimes and seldom demonstrated teaching techniques. A majority (35.9%) of respondents reported that their supervisor sometimes demonstrated teaching techniques while 28.9% of respondent claimed that their supervisor seldom provided such treatment. On the other hand, 80.8% of respondents expected their supervisor sometimes and had always demonstrated teaching techniques. A majority (48%) of respondents expected their supervisor sometimes demonstrated teaching techniques while 32.9% respondents expected their supervisor always provided such treatment. On the question of supervisor providing objective feedback, 64.8% of respondents claimed that their supervisor sometimes and always provided objective feedback. A majority (57.8%) of the respondents claimed that their supervisor sometimes provided objective feedback while a plurality respondent claimed that their supervisor always provided objective feedback. On the other hand, 92.2% of respondents expected their supervisor sometimes and always provided objective feedback. On the question of supervisor conducting in-service workshops to develop teachers competences, 67.2% of the respondent reported that their supervisor sometimes and always conducted in-service workshops while 91.8% of respondents expected their supervisor sometimes and always conducted in-service workshops for teachers. On the issue of implementation of action research, 50.6% of respondents stated that their supervisor sometimes and always ensured they implemented action

research while 83.6% of respondents expected that their supervisor sometimes and always ensured teachers implemented action research.

Table 4.12 Mean of dimension of professional development in supervision

Items	Average score		Gap
	Actual	Ideal	
Demonstrating teaching	2.24	3.13	-0.89
Objective feedback	2.77	3.17	-0.4
In service workshops	2.86	3.37	-0.5
Action research	2.58	3	-0.42
	2.62	3.22	-0.60

The results of table 4.12 show that all gaps in each indicator have negative value. It means that the actual value is smaller than the expected value which potentially lead to a sense of unsatisfaction for teachers. Demonstrating teaching is the indicator which has the highest gap while objective feedback has the smallest one. The average gap in this dimension is -0.60.

Collaboration in Supervision

This sub-theme consist of 4 items as follows: 1) supervisor engages teachers in mutual dialogue to improve instructional practices, 2) supervisor conducts pre-observation conference to plan lesson observation, 3) supervisor encourages teachers to do peer observation, 4) supervisor provides opportunities for teachers to meet and share ideas about instruction. Participants' responses are shown in the table below.

Table 4.7 Teachers' responses in collaboration in supervision

items	response	actual		ideal	
		N	%	N	%
mutual dialogue	Never/strongly disagree	12	4,7	2	0,8
	Seldom/disagree	34	13,3	3	1,2
	Sometimes/agree	105	41	152	59,4
	Always/strongly agree	105	41	99	38,7
Pre-observation conference	Never/strongly disagree	8	3,1	0	0
	Seldom/disagree	60	23,4	0	0
	Sometimes/agree	130	50,8	185	72,3
	Always/strongly agree	58	22,7	71	27,7
	Never/strongly disagree	19	7,4	1	0,4

Peer observation	Seldom/disagree	60	23,4	22	8,6
	Sometimes/agree	156	60,9	193	75,4
	Always/strongly agree	21	8,2	40	15,6
share ideas	Never/strongly disagree	10	3,9	0	0
	Seldom/disagree	58	22,7	8	3,1
	Sometimes/agree	142	55,5	174	68
	Always/strongly agree	46	18	74	28,9

The results of the table above show that 82% of respondents had an experience that their supervisors sometimes and always engaged them in mutual dialogue. In ideal perception, the results also show that 98% respondents agreed and strongly agreed their supervisor sometimes engaged them in mutual dialogue. When respondents were asked about their supervisor conducting pre-observation conferences, 73.5% of respondents claimed that their supervisor sometimes and always conducted pre-observation conferences while all respondents expected that their supervisor sometimes and always conducted pre-observation conferences. On the question of peer observation, a majority of respondent stated that their supervisor sometimes encouraged them to observe other teachers' instruction while 75.5% of respondents expected their supervisor to encourage them to conduct peer observation. On the issue of providing opportunity for teachers to meet and share ideas, 73.5% of respondents claimed that their supervisor sometimes and always provided an opportunity to meet and share ideas while 96.9% of respondents expected their supervisor to provide an opportunity to meet and share ideas.

Table 4.14 Mean of dimension of collaboration in supervision

Items	Average score		Gap
	Actual	Ideal	
Mutual dialogue	3.18	3.36	-0.18
Pre-Observation conference	3.05	3.28	-0.23
Peer observation	2.7	3.06	-0.36
Meeting to share ideas	2.88	3.26	-0.38
	2.95	3.24	-0.29

The results of table 4.14 show that all gaps in each indicator have negative value. It means that actual value is smaller than expected value which potentially lead to sense of dissatisfaction for

teachers. Meeting to share ideas is the indicator which has the highest gap while mutual dialogue is the smallest one. The average gap in this dimension is -0.2875.

Paired t-test was used to see statistically differences between actual and ideal of each dimension as perceived by teachers. The result of the test are presented in table below.

Table 4.8 T-test of each dimension in instructional supervisory practice

Dimension	Pair	Paired Differences				
		Mean	Std. Deviation	t	df	Sig.
traditional support	Actual-Ideal	-0,95	1,79	-8,51	255	0.01
assistance and support	Actual-Ideal	-1,33	1,79	-6,87	255	0.01
oversight responsibility	Actual-Ideal	-0,84	2,67	-5,05	255	0.01
leadership skill	Actual-Ideal	-0,76	2,07	-5,87	255	0.01
professional development	Actual-Ideal	-2,21	2,53	-13,95	255	0.01
collaboration	Actual-Ideal	-1,04	3,51	-4,76	255	0.01

The results of the table show that statistically significant difference was found in all dimensions such as traditional support in support ($t(255) = -8.51$, $p = 0.01$), assistance and support ($t(255) = -6.87$, $p = 0.01$), oversight responsibility ($t(255) = -5.05$), leadership skill ($t(255) = -5.87$, $p = 0.01$), professional development ($t(255) = -13.95$, $p = 0.01$), and collaboration ($t(255) = -4.76$, $p = 0.01$). These findings revealed that the differences between actual and ideal of instructional supervisory practice as perceived by teachers are statistically significant.

Table 4.16 Mean of instructional supervision practice based on different kinds of school

DIMENSION	GSS (N = 124)			GMT (N = 42)			PMT (N = 53)			PSS (N = 37)		
	average			average			average			average		
	Actual	Idea	Gap	Actual	Idea	Gap	Actual	Idea	Gap	Actual	Ideal	Gap
Traditional supervision practices	2,66	2,74	-0,08	2,31	2,70	-0,39	2,48	3,08	-0,60	2,48	3,12	-0,64
assistance and support	2,98	3,28	-0,30	3,12	3,18	-0,06	2,78	3,33	-0,55	2,72	3,28	-0,56
Oversight responsibility	3,06	3,06	0,00	3,16	3,17	-0,01	2,69	3,18	-0,50	2,68	3,18	-0,50
Leadership skill	3,27	3,33	-0,05	3,31	3,52	-0,21	2,72	3,42	-0,69	3,08	3,42	-0,34
Professional development	2,65	3,09	-0,44	2,96	3,32	-0,36	2,72	3,19	-0,47	2,83	3,32	-0,50
Collaboration	2,95	3,17	-0,22	3,26	3,13	0,13	2,53	3,28	-0,74	2,67	3,28	-0,62
Average	2,93	3,11	-0,18	3,02	3,17	-0,15	2,66	3,25	-0,59	2,74	3,27	-0,53

Note, GSS = government secondary school, GMT = government madrasah tsanawiyah, PMT = private madrasah tsanawiyah, PSS = private secondary school.

The table above shows government madrasah tsanawiyah had the lowest gap (-0.15) while private madrasah tsanawiyah had the highest one (-0.59). Government secondary school had a slightly higher (-0.18) gap compared with government madrasah tsanawiyah. A similar result was also found between private secondary schools and private madrasah tsanawiyah. Private secondary had a slightly higher gap than private madrasah tsanawiyah. The results revealed that government school/madrasah have a much lower gap than private school/madrasah.

4.4 *Connection between actual supervisory practices and teachers' perception of instructional supervision with perceived professional development.*

Pearson's correlation was employed to examine the relationship between teachers perceived professional development with actual supervisory practice and attitude toward supervision. The results of the test showed that both attitude toward supervision and actual instructional supervisory practice have positive correlation with professional development. However, strong significant correlation ($r = 0.696$) was found between perceived professional development and attitude toward supervision, while actual instructional supervisory practice has weak positive correlation ($r = 0.239$) with perceived professional development.

Table 4.9 Correlation of attitude toward supervision and actual instructional supervisory practice with perceived professional development

		Attitude toward supervision	Actual instructional supervisory practice
	correlation	.696*	.239*
Perceived professional development	sig	0.001	0.001
	N	256	256

*correlation is significant at P-value < 0.01

Furthermore, linear regression analysis was used to examine the contribution of teachers' attitude toward instructional supervision and actual supervisory practices toward perceived professional development. Regression equation was used in this research and was formulated as follows:

$$Y = 1.046 + 0.018X_1 + 0.400 X_2$$

Given that : Y = perceived professional development

X_1 = actual instructional supervisory practice

X_2 = attitude toward instructional supervision

From the equation above, it can be interpreted that independent variables (actual instructional supervisory practice and attitude toward supervision) have contribution toward dependent variable (perceived professional development). Regression coefficient of 0.018 of actual instructional supervision implies that by increasing one unit analysis of actual supervisory practice will be followed by the increase of perceived professional development of 0.018 unit analysis. Regression coefficient of attitude toward supervision is 0.400 which means that that by increasing one unit analysis of attitude toward supervision will be followed by the increase of perceived professional development of 0.4 unit analysis with the condition that the other variables out of model were controlled.

Table 4.10 Regression test of predicting professional development by two predictors (actual instructional supervision and attitude toward supervision).

Model	R ²	Δ R ²	B	Std. Error	β	t	Sig.	Note
Constant	.489	.484	1.046	1.531		.683	.495	
Actual instructional supervision practice			.018	.013	.064	1.421	.157	not significant
Attitude toward supervision			.400	.026	.702	15.545	.000	significant

The results of the table above show that no statistical significant is found between actual instructional supervisory practice and perceived professional development. In the other hand, attitude toward supervision has strong and positive relationship with perceived professional development ($\beta = 0.702$, $p < 0.001$). This finding implies that attitude toward supervision is strongly contributing toward perceived professional development while actual supervisory practice has no statically significant contribution toward perceived professional development.

5 DISCUSSION AND RECOMMENDATIONS

5.1 Summary of Findings

Findings related to the research questions in this study are summarised as follows:

Question One: How do teachers describe instructional supervision in secondary schools and madrasah tsanawiyah in Lhokseumawe?

The data analysis of the actual perceptions revealed that the majority of government secondary school teachers, private secondary teachers and private madrasah tsanawiyah were supervised and evaluated two to four times a year while government madrasah tsanawiyah teachers were supervised and evaluated once a year. The respondents indicated that their supervision and evaluation were more often conducted by school than central office both in secondary school and madrasah tsanawiyah. Secondary school teachers responded that more than half of their supervision (68.9%) was conducted by in-service while (31.1%) were conducted by central office. Similarly, madrasah tsanawiyah teachers responded that their supervision was conducted both by school and central office with percentages 67.4% and 32.6% respectively. Superintendents and principals were identified as individuals who most often supervised and evaluated teachers. In terms of teaching experience, beginner teachers were more often supervised than experienced teachers. The data analysis of teachers' perceptions of how often they experienced instructional supervision revealed that there was statistically significant difference between government school/madrasah and private school/madrasah. Teachers of government school/madrasah were more often supervised than teachers of private school/madrasah. No statically difference was found in terms of school type and combination of school status and school type.

Question Two: Is there any gap between actual and ideal supervisory practice based on teachers' perceptions?

Data analysis revealed that there were gaps in every dimension of supervision practice. There are six dimensions of supervision practice which refer to research literature; those are traditional practice, assistance and support, oversight responsibility, leadership skill, professional development and collaboration. The highest gap was found in the dimension of professional development while

the lowest gap was found in the dimension of responsibility. Data analysis also revealed that private school/madrasah had a higher gap than the government school/madrasah. Private Madrasah tsanawiyah had the highest gap while government madrasah tsanawiyah had the lowest one.

Question Three: Is there any connection between actual supervisory practices and teachers' attitudes toward instructional supervision with perceived professional development?

Teachers' responses indicated that statistically teachers agreed that supervision contributed to teachers' professional development. The correlation test showed that there was positive and strong significant correlation ($r = 0.696$) between attitude toward supervision with perceived professional development. However, the correlation test also revealed that there was positive and weak correlation ($r = 0.239$) between current supervisory practice received by teachers with professional development. The linear regression test revealed that attitudes toward supervision significantly contributed toward perceived professional development ($\beta = 0.702$, $p < 0.001$) while current supervision practice had no significant contribution to the teachers' professional development.

5.2 Discussion

Description of Instructional Supervision in Secondary Schools and Madrasah Tsanawiyah in Lhokseumawe

The findings of this study indicated that the frequency of instructional supervision received by teachers was not equal. The differences of frequency of instructional supervision received by teachers not only happened within the same kind of school, but also in different schools. The data analysis revealed most teachers of government secondary schools (50%), private secondary schools (56.76%) and private madrasah tsanawiyah (47.17%) were supervised two to four times a year. However, a significant number of respondents stated that they were supervised only once per year. This practice seems to have not touched the meaning of the supervision yet, as teachers need to get professional guidance. Sungu et al (2014) Ugurglu (2014) found that a factor that reduces the quality of the supervision is that guidance and supervision are not long-term and it is not extended enough over a period of time. A study about teachers' perceptions toward classroom instructional supervision conducted by Tshabalala (2013) found that teachers preferred having supervision at least once or twice per term, and most teachers regarded instructional supervision as a necessary activity in the learning process. This is consistent with the findings of research about supervision, leadership and motivation conducted by Sudarjat et al (2015), which revealed that there was a very significant

positive effect of regular supervision on the performance of the teacher, which means that the more effective and regular the supervision is conducted, the higher the level of teachers' performance is.

Instructional supervision was more often conducted by the school than the central office. School principals and superintendents are those who were most often identified as supervisor. It can be understood because supervision is the responsibility of both superintendent and school principal. School principals can assign other individual of school for instance senior teachers to help in conducting instructional supervision. The findings of this study showed that teachers of government school/madrasah were more often supervised than private school teachers. This finding is in contrast to the general tendencies internationally regarding instructional supervision, for instance, finding of a study conducted by Sungu et al in Turkey (2014) which stated that private school principals more frequently performed instructional supervision than government school principals did. The differences between our findings with general trends regarding instructional supervision is surprising because government school is different to private school in many aspects, such as financial resources, curriculum, school management, school facilities etc. Since our study is quantitative research, we cannot go deeper to find out the answer for the phenomenon. It needs an in-depth qualitative study regarding instructional supervision in government and private school/madrasah in Aceh context to disclose this research finding.

Gap between Actual and Ideal Instructional Supervision Practice as Perceived by Teachers

Respondents of the study indicated that supervisors quite often suggested to teachers how to teach and used control to affect teachers' instructional practices. Even so, more than 90 % of the respondents agreed and strongly agreed with those practices. It can be assumed that the respondents need and want this practice to be continued. On the issue of supervisor conducting supervision to find errors in teachers' instructional practices, the majority of respondents stated that supervisors rarely conducted this practice and the majority of respondents disagree with such practice. These findings are in line with findings of a study by Awuah (2011) which stated that teachers and school principals wanted supervisors to continue directing teachers how they should teach. Furthermore, he noted that on the one side, teachers were satisfied with this aspect of traditional supervision applied by supervisors, on the other hand, they showed disappointment with practice of finding fault, correcting mistakes in front of pupils and insisting ideas on teachers. According to Glickman et al (2004) supervision is seen as a control mechanism for teachers and supervisors and some countries still carry out their task by using authoritarian approaches. This is also consistent with a study by Yimaz et al

(2009) who found that a traditional supervision approach continues to be used by Turkish primary schools.

The findings of this study indicated that there is small gap in the dimension of collaboration in instructional supervisory practices. More than half of the respondents indicated that supervisors quite often engaged teachers in mutual dialogue, conducted pre-observation conference to plan lesson observations, encouraged teachers to observe other teachers, and provided opportunities to meet and share ideas. The respondents in this study indicated that they needed and wanted those practices to be delivered more often. Teachers and principals need more experience of collegial supervision. According to Blase and Blase (1999) collaboration can develop some competences for teachers such as motivation, efficacy, reflective behavior, instruction variety, self-esteem, and innovation. In one study, Bays (2001) found that interaction between teachers (peer) was pleasant and useful. Bays did not imply whether supervisor should initiate this attempt. Furthermore, Blase and Blase (1999) implied that interaction within peer observation can broaden the teachers' point of view and encourage them to try different kinds of teaching strategies.

The findings of this study indicated that there is small gap in the dimension of assistance and support in instructional supervisory practices. More than half of respondents indicated that supervisors quite often provided help to solve teachers' instructional problems, availed themselves to offer advice and instructional support, offer useful suggestions to improve teachers' instructional practices and ensured adequate teaching material. Respondents in this study indicated that they needed and wanted those supports to be continued. Empirical research in the USA reported that improved instructional methods and solving problems are offered suggestions in successful supervision (Blasé & Blasé, 1999). Zepeda (2006) stated that school must provide teachers with ongoing support and encouragement to make changes in their instructional practices. Effective supervisors recognize the relationship between accountability, improving teaching, support that teachers need, and the relationship that supervisor builds with teachers. On the issue of supervisor providing teachers' educational literature, most respondents in this study indicated that such support is rarely given to teachers. Related to this issue, many articles about instruction and educational literature can be found on the internet, but not all supervisors and teachers are familiar with the internet and actively access educational literature from the internet.

The majority of respondents indicated that supervisors quite often ensured teachers used time effectively, assessed teachers' knowledge, evaluated teachers' instructional practices and visited classrooms regularly. Respondents in this study indicated that they needed and wanted those practices to be continued. This is consistent with the findings of Awuah who found that teachers perceived what the supervisor does during his/her visit is critically important and they want this practice to be

continued. Blasé and Blasé (2004) and Rous (2004) noted supervisors often visit classrooms to strengthen teachers' morale and make teachers feel their presence in the schools. Rous as cited by Awuah (2011) stated that such visits give alerts to teachers to ensure good use of instructional time. Furthermore, Kutsyuruba (2003) stated that an increased number of supervisory visits and greater emphasis on partnership and professional improvement might strengthen this relationship. Wanzare and Da Costa (2000) stated there are a variety of supervisory approaches which can be given to teachers, but supervisors should select the appropriate supervisory strategies in order to fit teachers' unique characteristics and their individual needs.

The findings of this study indicated that there was a small gap in the dimension of leadership instructional supervisory practices. More than half of respondents sometimes and always needed more praise for their specific behavior than they currently had. According to Blase and Blase (1999) supervisor behavior shown in the process of conducting their task influences teachers' performance, emotion and psychology. In addition, they stressed that praising teachers influences significantly and positively toward teachers' self-esteem, efficacy and motivation. Awuah (2011) stated that people are motivated to show better attitude and performance when they get factual praise for certain completion of work. Respondents in this study indicated that supervisors quite often built a good relationship and showed a sense of caring and respect to the teachers. Such relationship and behavior are important to support teachers for learning in instructional supervision process. Awuah (2011) stated researchers have theorized that a respectful relationship is important in instructional supervision. Furthermore, he noted that good inter-relationship established by superior officers toward subordinates within and after working hours encourages subordinates to embark on activities which achieve the desired aims.

The research findings indicated that there is gap in the dimension of professional development in supervision. Respondents indicated in the survey that their supervisor rarely demonstrated teaching techniques during instructional supervision and they needed the supervisor to provide more demonstration of teaching during classroom visits. This finding is consistent with a finding by Awuah (2011) which stated that teachers expected that the supervisor showed model lessons because they believed that it may improve instruction significantly. Furthermore, he noted that because teachers want supervisors to provide model lessons it suggests that they believe such activities can lead to significant improvement in instruction. Teachers' instruction can be improved by demonstrating teaching techniques to teacher and it automatically increases student learning (Blasé & Blasé, 1999; Rous, 2004). Based on our survey, respondents indicated that supervisor less often gave objective feedback, provided in-service workshops and ensured teachers did action research. Supervisors more frequently provided objective feedback and in-service training than what they had received presently. Similar to findings in the study by Awuah (2011) who stated that school principals did not consider

in-service training provided by principals as an aspect of instructional supervision because it had been placed under professional development within the policy guide. This finding is in contrast to Blasé and Blasé (1999) who stated that in-service training provides teachers with new ideas that broaden their outlook, and increases instructional variety and innovation.

Perceived Relationship between Supervision and Professional Development

Supervision has a close relationship with professional development activities. Kutsyuruba (2003) found that supervision was closely and directly connected to professional development activities. However, data analysis of this study revealed that the actual supervisory practice does not contribute toward teachers' professional development. Zepeda (2006) asserted that supervision is rarely used to enhance teachers' capacity and professional learning. Furthermore Zepeda (2006) noted that supervision is rarely used to enhance teachers' capacity and professional learning. Lack of competency of supervisors and poor practice of instructional practice can be assumed as causes that made the current supervision practice give no contribution toward teachers' professional development. According to Achelson and Gall as cited by Fritz and Miller (2003) if supervisors have inadequate knowledge of supervision and are unable to fit teachers' needs, it may establish unproductive relationships between teachers and supervisors. The whole teaching experience will not as effective when supervisors do not know how to meet teachers' needs (Sergiovanny and Starrat, 1998). Ugurlu (2012) found listed some problems repeated with high frequency by supervisors, those are supervision is not carried out in detail, it is carried out in a short time, teachers have fear for mark during the supervision, fear reason from the behavior of the supervisor, the latest developments are not followed. Sagala (2000) stated that educational problems such as lack of teachers' professionalism, work performance and student outcome can be caused by a poor practice of instructional supervision. Sharma et al (2011) conducted research about teacher supervision in three countries in Asia and found that supervisory approach is summative, administrative and purposive, the purpose being completion of work papers. Supervision should be conducted by those who are professional to improve instructional practice of teachers. Sudarjat et al (2015) stated that supervision is a systematic and well-planned effort undertaken by a supervisor to foster, to encourage and to direct the teachers to achieve educational goals effectively through a better learning process. Sergiovanni and Starratt (1998) stated that supervision is a process in which both teachers and supervisors improve their knowledge of instructional practice and optimally use their knowledge and skills to make the school a more effective learning community. Formative supervision was described as the process that demand supervisor to have adequate competences, professional responsibility and well-trained to

supervise teachers. Kustyruba (2003) stated that formative supervision was characterized as the process in which supervisors have qualification, professional responsibility and specialized training to supervise teachers. Furthermore he asserted that supervision is a process in which learning should occur for teachers and supervisors.

The findings of this study indicated that teachers perceived that instructional supervision statistically contributed to their perceived professional development. This is in line with Fraser (1980) as cited by Tesfaw and Hoffman stated that improvement of the teaching learning process was dependent upon teachers' attitudes toward supervision. Sharma et al (2011) stated that when teachers' perceptions of supervision were negative, the teachers believed that supervisors were not of any valuable assistance. This is also consistent with the finding of a previous study conducted by Tesfaw and Hoffman (2012) which found that there were significantly strong and positive correlation between actual and ideal supervisory approaches, satisfaction and attitude toward supervision with professional development. They further found that the strongest predictor of professional development was teachers' attitude and satisfaction toward supervisory practice. (Glickman et al. (1998) concluded that supervision should include professional development as an important function. Beach and Reinhartz (2000) stated that supervisors should integrate their understanding of supervision into a process which promotes teachers' professional growth and quality of learning and teaching. Kustyruba (2003) state that teachers should then have the opportunity to reflect on all aspects of the teaching process and participate in professional development activity that foster instruction. Researchers (Beach & Reinhartz, 2000; Glickman et al., 1998; Sergiovanni & Starratt, 1998) claimed that improvement of instruction is the ultimate aim of instructional supervision, and therefore, it needs to be taken into consideration to give more effort into instructional supervision and professional development in order to improve instruction.

5.3 Conclusion

Teachers of government school/madrasah were more often supervised than teachers of private school/madrasah. The analysis of the actual perceptions revealed that the majority of government secondary school teachers, private secondary teachers and private madrasah tsanawiyah were supervised and evaluated two to four times in a year while government madrasah tsanawiyah teachers were supervised and evaluated once a year. It is shown that a significant number of teachers do not receive adequate amounts of instructional supervision. The respondents indicated that their supervision and evaluation were more often conducted by the school than central office both in secondary school and madrasah tsanawiyah. Superintendents and principals were identified as

individuals who most often supervised and evaluated teachers. In terms of teaching experience, beginner teachers were more often supervised than experienced teachers.

Teachers indicated that they do not receive a good quality of instructional supervision. Supervision received by teachers did not support teachers' growth and professional development. Data analysis revealed that there were gap between actual and expected instructional supervision practice. Current supervision received by teachers still below teachers' expectations. It indicated that teachers want supervisors to improve the way they conducted instructional supervision. From six dimensions of supervision practice which are referred to in research literature, the highest gap was found at dimension of professional development. Linear regression tests revealed that teachers preceived that current supervision practices have no significant contribution toward perceived professional development. It is a very serious concern because instructional supervision is an important aspect of an educational organization which is designed to provide professional help and to support teachers' professional development. Even so, teachers still have positive perceptions toward instructional supervision. The survey results indicated that statistically teachers agreed that supervision contributed to teachers' professional development. This result supports the finding by Glatthorn which found that the improvement of teachers' learning process was dependent on teachers' attitude toward supervision. Teachers' perception of instructional supervision will affect the supervision outcome. Glatthorn (2001) stressed that unless teachers view supervision as a process of promoting professional growth and student learning, the supervised exercises would not yield the desired effect.

5.4 Recommendations

Based on the conclusions that have been formulated, the authors recommend several important things that can be used in the successful implementation of supervision related to teacher professional development in secondary schools of Lhokseumawe municipality, especially the schools that became the objects of the study.

Recommendation for Teachers

1. Teachers need to understand and realize the importance and benefits of the implementation of the supervision conducted by the principal, supervisor and others. The purpose of supervision is able to assist and create with teachers in improving a professional who has an impact on the outcome of student learning.

2. Teachers should be able to utilize the results and follow-up supervision to encourage active, creative, and innovative learning.
3. Teachers should be able to improve the quality of teaching through ICT training with the aim to explore the new information as a result of the implementation of the supervision.

Recommendations for Principals

1. The principal should carry out planning and continuity of supervision; arranging a schedule of supervision, formulating the goals of supervision, making an observation format, communicating and cooperating with teachers, observing and concluding supervision with deliberation.
2. The principal should give authority to teachers to choose which type of supervision is in accordance with teacher characteristics.
3. The principal should ensure observation is available continuously related to a learning process which is done by teachers, so it could give a proper solution to any constraints or problems faced by teachers.
4. The principal should provide follow up related to the implementation of supervision that can improve the quality and increase professional teaching.
5. The principal should give motivation to teachers in increasing professionalism in teaching, developing a career, exploring knowledge learned, and giving appreciation toward teachers who performed well.

Recommendations for the Department of Education

1. The Head of Educational Department should provide competence to advance the superintendent secondary school levels sustainably according to the development of science and technology, so superintendent knowledge is comparable with that of school principals and teachers.
2. In improving the quality of supervision, the Head of Educational Department should assign superintendents to routinely monitor the implementation of teaching in schools, and to make the analysis results as a reference for development of education in the Lhokseumawe municipality.
3. The Head of Educational Department should prepare and implement a program to improve teachers through professional educational trainings, seminars, and workshops. These

programs should be in accordance with the needs of teachers, on target and in accordance with the expected goals.

4. The Head of Educational Department needs to improve policies on the basic tasks and functions of a supervisor, so a supervisor is able to carry out duties properly and in accordance with standard operational procedure in the application of supervision which is able to raise professional development in teachers.

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Appendices

Questionnaire 1

Please tick whichever is appropriate for your circumstance.				Please respond to the scales on both sides of the statement	Please tick whichever matches your understanding.			
How I experience supervision of instruction in my current school. My supervisor has been:					How I think supervision of instruction should be. Supervision means:			
Always	Sometimes	Rarely	Never		Strongly Agree	Agree	Disagree	Strongly Disagree
				1. Suggesting to teachers how they should teach.				
				2. Using control to affect teachers' instructional practices.				
				3. Inspecting teachers' instructional practices for errors.				
				4. Helping teachers find solutions to problems they encounter in their instructional practices.				
				5. Readily availing himself/herself for advice and instructional support.				
				6. Evaluating teachers' classroom instructional practices.				
				7. Assessing teachers' content knowledge.				

				8. Ensuring that teachers make good use of instructional time.				
				9. Engaging teachers in mutual dialogue about ways to improve teaching.				
				10. Offering useful suggestions to improve instructional practices.				
				11. Praising teachers for specific teaching behaviour.				
				12. Ensuring that teachers have adequate teaching-learning materials to teach.				
				13. Providing teachers with articles on research findings about instruction.				
				14. Demonstrating teaching techniques.				
				15. Making informal visits to classrooms.				
				16. Formally observing teaching and learning.				
				17. Conferencing with teacher to				

				plan for lesson observation				
				18. Providing objective feedback about classroom observations.				
				19. Encouraging teachers to observe other teachers' classrooms and programmes.				
				20. Providing opportunities for teachers to meet and share ideas about instruction.				
				21. Providing in-service workshops to teachers to develop their skills.				
				22. Establishing open and trusting relationship with teachers.				
				23. Treating teachers professionally with a sense of caring and respect.				
				24. Implementing the use of Action Research in the school.				

questionnaire 2

Section one: General Information

Please mark the number of each items based on your personal data and working experiences.

1. Gender
 1. Male
 2. Female
2. Years of experience
 1. 1-2 years (beginner)
 2. 3-6 years
 3. 7-10 years
 4. More than 10 years
3. I am teaching in:
 1. Public school
 2. Private school
4. On average I am formally supervised:
 1. 0 time per year
 2. Once per year
 3. 2-4 times per year
 4. 5 times per year
5. Supervision of my teaching is conducted by:
 1. Principal
 2. Vice- principal
 3. Department head
 4. Superintendent
 5. other.....
6. On average I am formally evaluated:
 1. 0 times per year
 2. Once per year
 3. 2-4 times per year
 4. 5 times per year
7. Evaluation of my teaching is conducted by:
 1. Principal
 2. Vice - principal
 3. Departement head
 4. Superintendent
 5. others.....

Section three: reaction to instructional supervision

Instructional supervision is a process in education, which focuses on guidance, support, and continuous assessment provided to teachers for their professional development and improvement in the teaching-learning process. It is a planned developmental process that is intended to support the career-long success and continuing professional growth of each teacher. For each of the following

statements about professional development, please mark the number that indicates your level of agreement.

1 = strongly disagree

4 = agree

2 = disagree

5 = strongly agree

3 = neutral

No	Statements	Level of agreement				
		1	2	3	4	5
1	I am convinced of the need for instructional supervision					
2	Every year I can benefit from instructional supervision					
3	Supervision should be a collaborative effort between teacher and supervisor					
4	Supervision should promote profesional growth among the teachers					
5	Supervision should promote trust among the teachers					
6	Supervisory choices should be available to teachers					
7	Teachers shoud receive adequate supervision					
8	Time should be given to the implementation of any instructional supervision method					
9	Teachers should be involved in the planning the supervisory process for supervision.					
10	Supervisory practices should consider the developmental stages of individual teachers					
11	Supervision should focus on the needs of the teachers					

Section four: instructional supervision and profeessional development

For each of the following statements about professional development, please give check the number that indicates your level of agreement, *based on your own experience*.

1 = strongly disagree

4 = agree

2 = disagree

5 = strongly agree

3 = neutral

No	statements	Level of agreement				
		1	2	3	4	5
1	Supervision has clear connection with professional development					
2	Supervisors have the knowledge and ability to select profesional activities for teachers					
3	Teachers participate in professional development activities as a result of supervision					
4	Professional development opportunities should be chosen by the teacher					
5	My classroom instruction has improved as a result of supervision					

